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ABSTRACT

This reports summarizes 1993-1994 program year developments in Iowa's vocational and applied technology programs funded under the 1990 Perkins Act. The following topics are covered in the report's 12 chapters: progress made in developing performance standards and actual performance standards/core measures developed; secondary, postsecondary, and adult occupational preparation programs; programs for single parents, displaced homemakers, and single pregnant women; sex equity programs/activities; programs for criminal offenders in corrections institutions; programs for special populations (individuals with disabilities, students with limited English proficiency, and disadvantaged students); state leadership and professional development; community-based organizations; consumer and home economics education; tech prep; activities undertaken to achieve integration of academics into vocational education; and career guidance and counseling. Each chapter includes information about some or all of the following: new programs, dropped programs, number of students/clients served, enrollment patterns, program goals and degree of their attainment, program activities/services, program funding, program outcomes, special delivery methods, success stories, and services most needed. Twenty-one tables are included. (MN)

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Performance Report For Vocational Education In Iowa

Fiscal Year 1994

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PERFORMANCE REPORT FOR VOCATIONAL EDUCATION IN IOWA FISCAL YEAR 1994

INTRODUCTION

This report is designed to conform with the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) involving the use of federal funds as well as to report on the effectiveness of the vocational education programs and services funded by the Perkins Act legislation during fiscal year 1994.

This report consists of several enrollment summary pages and twelve sections which coincide with a suggested outline sent to the states by the United States Department of Education.

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I. Performance Standards and Core Measures

The development and approval of performance standards and core measures and the contribution of the Committee of Practitioners in this process is discussed in this chapter.

A. Progress Made in Developing Standards and Measures

During fiscal year 1994, vocational education program performance standards and measures were submitted to the State Board of Education and were approved at the November 1993 meeting.

B. Contribution of the Committee of Practitioners in the Development of Standards and Measures

The members of the Committee of Practitioners (COP) were asked to develop a package of measures and standards with assistance from Department of Education (DE) staff. Five staff members were appointed and assigned the responsibilities for gathering and assembling information for use by a work team of five members of COP. This work team, with the assistance of the DE staff, developed recommendations pertaining to measures and standards and their implementation. The work team submitted recommendations to the COP for review and revision. This process was continued until such time as the COP members reached consensus on a package of eight performance measures and standards and a schedule for implementation.

These measures and standards were developed in terms of two processes. One of these processes is the definitive improvement process which is based on the attainment of a pre-established standard. The other process is the continuous improvement process[1] which is based on the attainment of a benchmark established by the school/college district.

C. Performance Standards and Core Measures Developed

The Department of Education formulated recommendations for submittal to the State Board of Education. In its recommendations, the Department of Education concurred with the Committee of Practitioners on the eight measures and six of the eight standards. The Department of Education recommended a revision of one standard, an addition to one standard, and the addition of a ninth measure and standard.

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[1]This process encompasses the concept of continuous quality improvement.

The following are the measures and standards which were approved by the State Board of Education:

1. Gains in Basic and Advanced Academic Skills
2. Gains in Specific Occupational Competencies
3. Occupational Competency Attainment
4. Access
5. Student Satisfaction (Before Graduation)
6. Student Satisfaction (After Graduation)
7. Retention
8. Placement
9. Employer Satisfaction

II. Secondary, Postsecondary and Adult Occupational Programs, Services, and Activities

This chapter is concerned with institutions which offered programs, recipients of federal funds in terms of activity per Section 235 of the law, degree of completion of program goals, and goal indicator responses.

A. Types of Institutions Which Provided Programs

During fiscal year 1994, vocational education programs, services, and activities were provided for students in public high schools and community colleges. Federal funds were provided to independent secondary school districts, consortiums of secondary school districts, and individual community colleges.

B. Recipients of Federal Funds by Activities Per Section 235 of the Law

Table 1 provides a summary of the number of recipients of federal funds by activity for 20 independent school districts, 44 consortiums, and 15 community colleges which offered vocational education programs, services, and activities and which submitted a request for reimbursement as of November 30, 1994. In addition to these schools, one independent school district and five consortiums provided programs supported with federal funds; however, as of November 30, 1994, these districts and consortiums had not submitted a final narrative report and a request for reimbursement. All of the aforementioned schools were eligible for state funds, and they chose to seek support with state funds.

Each of 11 area education agencies (secondary level) served as a fiscal agent for one or more consortiums of secondary school districts for a total of 22 consortiums. Each of three community colleges served as a fiscal agent for two or more consortiums of secondary school districts for a total of six consortiums.

C. Degree of Completion of Program Goals

The Iowa Three-Year State Plan for Vocational Education Amendments identifies the state goals[2] which have been established for improving the quality of vocational-technical education in Iowa.

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[2]Iowa Three-Year State Plan for Vocational Education Amendments, Fiscal Year 1993-1994, Des Moines, Iowa: State of Iowa, Department of Education, Bureau of Technical and Vocational Education, October 1992, page 2.

Table 1
Number of Recipients of Federal Funds by Activity

	Activity	Number of Recipients of Federal Funds		
		Independent School Districts	Consortiums	Community College
A.	Administrative Costs (5% Limit)	16	42	12
B.	Upgrading of Curriculum	15	39	7
C.	Purchase of Equipment	20	39	7
D.	Instructor Training	15	31	3
E.	Guidance and Counseling	11	31	11
F.	Remedial Courses Directly Related to the Competencies Required in a Specific Vocational Program in Which the Student is Enrolled.	0	0	6
G.	Tech Prep Programs (In addition to Tech Prep Grant)	6	8	5
H.	Supplementary Services for Special Populations	5	9	13
I.	Special Populations Coordinators	5	8	13
J.	Apprenticeship Program	0	2	1
	Total Unduplicated Recipients	**20**	**44**	**15**

Reported as of November 30, 1994

Each recipient of Perkins funds was asked to rate the degree of completion of each goal addressed in each vocational education program funded during fiscal year 1994. Table 2 provides a summary of the degree of completion of each goal addressed in 288 secondary school programs.

In Table 2, goal one pertaining to linkages between secondary and postsecondary programs was reported as being the goal with the greatest degree of completion with 36 percent rated as being completed. Of the remaining four goals, the percent of completion is about equal except for goal five which was rated slightly lower. Goal three pertaining to transition from school-to-work is the goal with the greatest degree of little or nothing completed at 17 percent.

Table 2
Number of Secondary Vocational Education Programs* by Degree of Completion of Those State Goals Addressed in the FY 94 Perkins Application

State Goals	Number of Vocational Education Programs by Degree of Completion					
	Little or Nothing Completed		Partially Completed		Completed	
	No.	Percent	No.	Percent	No.	Percent
1. To increase linkages between secondary and postsecondary programs.	9	3%	172	61%	102	36%
2. To improve academic and occupational competency development.	9	3%	228	79.5%	50	17.5%
3. To increase the capacity to assist students with the transition from school-to-work.	50	17%	186	65%	52	18%
4. To increase the relevance and responsiveness of local programs to the labor market and current and emerging work force needs.	12	4%	225	78%	51	18%
5. To improve the use of performance-based student assessment.	16	5.5%	229	79.5%	43	15%

*Responses for 288 programs.

In Table 3; goal three pertaining to meeting the diverse needs of special populations students was reported as being the goal with the greatest degree of completion with 23 percent rated as being completed. It is to be noted that goal five pertaining to instruction in all aspects of an industry is the goal with the greatest percentage of little or nothing completed.

Table 3
Number of Postsecondary Vocational Education Programs* by Degree of Completion of Those State Goals Addressed in the FY 94 Perkins Application

State Goals	Number of Vocational Education Programs by Degree of Completion					
	Little or Nothing Completed		Partially Completed		Completed	
	No.	Percent	No.	Percent	No.	Percent
1. To increase linkages between secondary and postsecondary programs.	1	1%	101	81%	23	18%
2. To improve academic and occupational competency development.			100	80%	25	20%
3. To increase the ability of instructors to meet the diverse needs of students who are members of special populations.			96	77%	29	23%
4. To increase emphasis on higher order thinking, listening, team work, goal-setting, negotiations, and leadership skills.	2	2%	103	82%	20	16%
5. To improve comprehensive instruction in all aspects of industry/occupational field.	17	14%	845	68%	23	18%
6. To improve vocational guidance services for special populations.	2	2%	105	84%	18	14%

*Responses for 125 programs.

D. Goal Indicator Responses

In addition to the above, each recipient was asked to respond to indicators for each goal in each program included in the fiscal year 1994 application for Perkins funds. Table 4 provides a summary of responses for each of the indicators for 288 secondary school programs. Table 5 provides a summary of responses for each of the indicators for 125 postsecondary programs.

In these tables, the shaded area to the right of each indicator provides a range of percentages or numbers pertaining to the indicator. Each white space provides the number of programs to which the percentages or numbers apply.

The first column headed zero provides a tabulation of the number of programs for which a zero response was made in conjunction with an indicator.

Table 4
Number of Secondary Vocational Education Programs by Number and Percentage of Goal Indicator Response

INDICATOR	NUMBER OF PROGRAMS				
Goal 1					
Number of new articulation agreements established for the program in FY 94.	0	1-4	5-8	9-13	14-17
	191	84	2	4	2
Number of presently operating articulation agreements established for the program prior to FY 94.	0	1-5	6-12	13-20	21-45
	22	246	14	1	1
Number of students since the beginning of FY 92 who were in the program and have been granted advanced standing/ advanced placement in accordance with established articulation agreements.	0	1-7	8-15	16-40	41-180
	133	89	11	5	2
Goal 2					
Percentage of units/courses in the program in which academic and vocational education were integrated.	0	1-25	26-50	51-75	76-100
	20	84	57	32	94
Number of inservice meetings pertaining to integrating academics into vocational education attended by program vocational instructors during FY 94.	0	1-2	3-5	6-8	9-10
	10	172	93	11	2
Number of joint curriculum planning sessions held between vocational and academic staff members to achieve the integration of academic and vocational skills.	0	1-4	5-8	9-13	14-20
	24	219	17	23	4
Goal 3					
Percentage of members of special populations enrolled in the program who were provided with supplementary services to assist them in their transition from secondary to postsecondary programs and/or employment.	0	1-25	26-50	51-75	76-100
	15	76	27	27	104
Percentage of students enrolled in the program who were provided with job market information.	0	1-25	26-50	51-75	76-100
	3	16	12	13	209
Percentage of students enrolled in the program who were referred for job interviews.	0	1-25	26-50	51-75	76-100
	42	151	17	15	22
Percentage of students in the program who were provided with the results of student and/or employer follow-up surveys.	0	1-25	26-50	51-75	76-100
	135	35	35	10	66

Table 4
Continued

INDICATOR	NUMBER OF PROGRAMS				
Goal 4					
Percentage of units/courses in the program in which were updated/redesigned to incorporate basic and higher order workplace competencies.	**0**	**1-25**	**26-50**	**51-75**	**76-100**
	6	73	54	39	116
Number of times input was sought from advisory councils or direct contact with business, industry, and labor representatives in an effort to make the program more responsive to the labor market and current and emerging work force needs.	**0**	**1-7**	**8-17**	**18-50**	**51-200**
	0	236	26	20	6
Goal 5					
Percentage of the units/courses in the program for which evaluation instruments or procedures to measure student performance were in place prior to FY 94.	**0**	**1-25**	**26-50**	**51-75**	**76-100**
	13	81	55	24	115
Percentage of the units/courses in the program for which evaluation instruments or procedures to measure student performance were developed or redesigned in FY 94.	0	1-25	26-50	51-75	76-100
	33	66	95	20	73

Table 5
Number of Postsecondary Vocational Education Programs by Number and Percentage of Goal Indicator Response

INDICATOR	NUMBER OF PROGRAMS				
Goal 1					
Number of new articulation agreements established for the program in FY 94.	0	1-9	10-18	19-30	31-95
	42	48	15	8	8
Number of presently operating articulation agreements established for the program prior to FY 94.	0	1-9	10-18	19-29	31-74
	44	24	12	33	9
Number of students since the beginning of FY 92 who were in the program and have been granted advanced standing/ advanced placement in accordance with established articulation agreements.	0	1-9	10-18	19-30	32-100
	37	54	0	2	4
Goal 2					
Number of joint curriculum planning sections held between vocational and academic staff members to achieve the integration of academic and vocational skills.	0	1-2	3-4	5-6	7-9
	10	56	28	5	26
Number of inservice meetings pertaining to integrating academics into vocational education attended by program vocational instructors during FY 94.	0	1	2	3-4	5-6
	20	15	72	16	2
Percentage of units/courses in the program in which academic and vocational education were integrated.	0	1-25	26-50	51-75	76-100
	0	27	33	29	36
Goal 3					
Percentage of members of special populations enrolled in the program who received supplementary services during FY 94.	0	1-25	26-50	51-75	76-100
	0	18	20	15	69
Percentage of members of special populations enrolled in the program who completed it in FY 94.	0	1-25	26-50	51-75	76-100
	4	36	23	15	44
Number of inservice meetings pertaining to members of special populations and their needs which were attended by program instructor(s) during FY 94.	0	1-2	3-4	5-6	7-8
	2	99	7	0	17
Goal 4					
Percentage of the units/courses in the program which incorporated higher order workplace competencies prior to FY 94.	0	1-25	26-50	51-75	76-100
	0	41	21	45	18
Percentage of units/courses in the program which were updated/redesigned to incorporate higher order workplace competencies during FY 94.	0	1-25	26-50	51-75	76-100
	11	53	21	25	38

Table 5
Continued

INDICATOR	NUMBER OF PROGRAMS				
Goal 5					
Percentage of the units/courses in the program which incorporated prior to FY 94 competencies related to all aspects of the industry which the students are preparing to enter.	**0**	**1-25**	**26-50**	**51-75**	**76-100**
	0	28	30	31	36
Percentage of the units/courses in the program which were updated/redesigned to incorporate competencies related to all aspects of the industry which the students are preparing to enter.	**0**	**1-25**	**26-50**	**51-75**	**76-100**
	30	50	17	13	15
Goal 6					
Percentage of the members of special populations enrolled in the program who were provided with career planning assistance.	**0**	**1-25**	**26-50**	**51-75**	**76-100**
	6	6	28	14	71
Percentage of the members of special populations enrolled in the program who were provided with job market information.	**0**	**1-25**	**26-50**	**51-75**	**76-100**
	11	2	19	18	75
Percentages of the members of special populations enrolled in the program who were referred for job interviews.	**0**	**1-25**	**26-50**	**51-75**	**76-100**
	10	0	4	26	59
Percentage of the members of special populations enrolled in the program who were provided with the results of student and/or employer follow-up surveys.	**0**	**1-25**	**26-50**	**51-75**	**76-100**
	22	11	3	20	62

III. Single Parents, Displaced Homemakers and Single Pregnant Women

A. Schools/Agencies Receiving Single Parent and Homemaker Funds in Fiscal Year 1994

- Hawkeye Community College
- North Iowa Area Community College
- Southeastern Community College
- Iowa Lakes Community College
- Kirkwood Community College
- Iowa Valley Community College District (Mesquakie Settlement at Tama)
- Northwest Iowa Community College
- Des Moines Area Community College (Boone and Carroll Campuses)
- Des Moines Area Community College (Urban Campus)
- Iowa Western Community College
- Eastern Iowa Community College District
- Southwestern Community College
- Indian Hills Community College
- Northeast Iowa Community College
- Western Iowa Tech Community College
- Des Moines Public Schools (YWCA)
- Des Moines Public Schools (Homes of Oakridge)
- Cedar Rapids/Metro High School
- Marshalltown Community Schools
- Iowa City Community Schools/Mayor's Youth

Table 6
Number of Clients/Students Served in Single Parent/Displaced Homemaker Programs in 1994

	Male	Female
Secondary	56	522
Postsecondary	213	3240

In Table 6, these numbers reflect clients for whom direct services were provided. In addition, over 1000 persons attended classes and workshops provided through programs.

B. Programs at the Postsecondary Level

Sixteen (16) programs for adult single parents and displaced homemakers were provided through the community college system in the state. Most programs have been in operation for at least the past five years.

Two additional programs delivered through community-based organizations were funded at the YWCA/IBM Job Training Center and at the Homes of Oakridge Housing Project. Both grants collaborated with the Des Moines Independent School District. Now in its fifth year of operation, a major focus of the YWCA program is computer instruction. Participants in this program also have access to a wide array of learning opportunities at the Job Training Center. The Computer Instruction Career Center effectively demonstrates that low-income single parents can overcome the effects of poverty and work to achieve economic self-sufficiency for themselves and their families. Eighty percent (80%) of graduates of the program were placed.

The Homes of Oakridge program also offers the opportunity to gain clerical and computer skills and offers GED instruction.

C. Programs at the Secondary Level

In addition to the programs serving single parents and displaced homemakers at the community colleges and through community-based organizations, three school districts received grants for programs which targeted teen parents, providing child care and transportation whenever possible. These programs have been successful at retaining teen parents in school and helping them prepare for employment or further education. A total of 522 females and 86 males were served through these three programs. Twenty-five percent (25%) of the females were persons of color.

- Metro High School in Cedar Rapids provided services to 84 female and 2 male students through this grant. The primary services delivered through this grant are parenting education and the provision of child care for 86 children of students in school. Teen parents assisting the child care center in order to learn appropriate parenting skills through application and observing good role models. A total of 337 female and 54 male students participated in the Metro-Parent child Center, 86 of whom were parents. Thus, parenting skills were learned through hands-on experience by both parenting and non parenting students. Other services provided include life skills development, pre-employment preparation, and vocational skill training. Ten students successfully graduated from the program and went on to full-time positions or further education. Home visits by MPCC staff also assist students in continuing positive modeling in their home.

- Marshalltown High School and the EXCEL Alternative High School provided services to 60 students who were pregnant or parenting in conjunction with the GRADS program operated through the home economics program. Services included assistance with child care (11), and provisions of vocational counseling, parenting and life skills education to all students. None of the participating students

dropped out of school.

This program was selected as one of four model programs serving teen parents by the National Diffusion Network. A new feature of the program this year was the White Ribbon Campaign, a project to increase awareness of the consequences of teen sexual behavior; supporting teen abstinence, creating an awareness of how society abuses children with sexual messages; resolving to build a safer, healthier future for America's youth and opening communication channels in families, communities, and the country.

- The Mayor's youth Employment Program, a joint project of the City of Iowa City and the Iowa City School District, has as its goal to provide alternative choices to teenaged men and women with multiple personal problems. The portion of the program funded with a Carl Perkins grant focuses on nontraditional career opportunities as a viable option for participants, especially pregnant and parenting teens. A strength of this program is its ability to attract multiple funding sources to support the program, resulting in the capacity to provide services to youth from many different categories within one program. Services provided to students include employment/ educational counseling, job shadowing, internships, and other career exploration. A new addition to the program, developed by the VISTA volunteer, is the Teen Mom Mentoring Programming. Business women are recruited from the area to serve as mentors. A long recruitment, interview, and matching process is used to create effective matches between moms and mentors.

  The VISTA volunteer also developed a program called "Lend Me Your Suits" in collaboration with "the SAVVY boutique" in Iowa City. Through this project, an account was established for young women to use to purchase clothing appropriate for the workplace.

  A total of 41 students were served in the program.

D. Special Delivery Methods

Through the delivery of single parent and homemaker programs throughout the State of Iowa, thousands of women and men have received assistance in gaining education and employment. The goals for the usage of the funds have been directly addressed through these programs.

The following methods of delivering services to single parents and displaced homemakers have been extrapolated from the year-end reports of funded programs. They represent a variety of approaches to providing services. The success of these delivery methods depends upon the nature of the community.

- Because the Iowa Lakes Community College District is very rural and the distance between centers is great, the Iowa Lakes Instructional Television Fixed system (IFS) was used to broadcast job-readiness classes/workshops to the five-county area for increased efficiency in meeting the needs of the target population. Each site had a facilitator to lead small-group discussions following the TV presentation. This method of delivering services also accommodates participants who are on fixed incomes and cannot travel. Iowa Lakes also provided Peer Support/Mentoring groups in each of the five counties.

- Iowa Central Community College delivers the displaced homemaker program through the JTPA program. This linkage assures that the majority of women being served are in great financial need.

- Hawkeye Community College provides a WOMEN WORKS program, which is a successful collaboration between new Direction, JTPA, PROMISE JOBS, and the YWCA of Black Hawk County. The focus of this project is nontraditional employment. The New Directions Program also mails a newsletter quarterly to about 500 participants and other interested persons and agencies.

- Northeast Iowa Community College is linking the work of this grant to that of the Sex Equity Grant which focuses on nontraditional employment.

- A two-day retreat called "Whatever Happened to Happily Ever After?" was held by Kirkwood Community College for physically abused and/or homeless women and children.

- Through a mentor program provided on an as-needed basis, Project Self-Sufficiency at the Urban Campus, Des Moines Area Community College, has seen an increase in the number of program participants who hold continuous employment for six months or more.

- Western Iowa Tech's New Beginnings program director served on the steering committee to build a program called Project Self-Sufficiency in Sioux City which will link vocational services to housing vouchers. A major project undertaken by New Beginnings was the establishment of a Local Homeless Coordinating Board.

- New Beginnings also provided career awareness activities to teen parenting classes in two Sioux City high schools, the Denison Job Corps Center, Sergeant Bluff-Lutton High School, and a South Sioux City High School in Nebraska.

- Southwestern Community College established a support group called "Support Unlimited" during the summer for people who had experienced divorced or death of a spouse. This second year summer program worked well and is serving an identified need.

- The New Horizons Program at Iowa Western Community College cosponsored a conference on technical and trade occupations. Women seeking self-sufficiency were the target group.

  At the beginning of the year the New Horizons Program at Iowa Western Community College held a week long session at the Alternative Schools in Harlan and Woodbine, Iowa, plus an all-day class was held each month for single parents and single pregnant teens to discuss single parenting, job seeking skills, communications, self-esteem, goal setting and life skills.

- The Transitions to Success Program at Indian Hills Community College operated a monthly "night out" for clients and their children. This provides opportunities for networking and support among the women. It also provides these mostly low income and sometimes isolated families a positive family experience. The program also maintains a textbook lending library for use by clients.

- Southeastern Community College's New Directions program joined with the Family and Consumer Science Department to cosponsor a workshop entitled "Rights of Non-Custodial Parents." This drew out the concerns not only of non-custodial parents, but also grandparents. It provided an opportunity to bridge communications between custodial and non-custodial parents.

- The outreach program of one community college is provided through having a regular schedule of office hours at a variety of locations including a library, an old hospital building, the county Department of Human Services offices, a City Hall, and a county Substance Abuse office. This is particularly effective because of the large geographic area (eight counties) which this district serves.

  Programs continue to find that providing workshops on subjects such as balancing work and family, parenting on your own, and family budgeting provide essential information and assistance to program participants.

- A support group called Ladies Time Out has been formed at the Home Oakridge Housing Complex. The group met 32 times and served 66 families. A sub-group of 11-15 teen moms also meets. Information is provided in the areas of money management, school issues, child abuse, domestic abuse, career pursuits, stress reduction, and child development techniques. The ultimate program goal is to provide a whole family approach which assesses the needs of each family member and responds to their needs. Outcomes of the support group include positive differences in personal appearance, a sense of strong peer support , and increased interest in changing to a more productive life style.

E. Success Stories

Program coordinators were asked to provide success stories about clients they serve. The following are from those reports:

- A displaced homemaker, three children, spouse disabled with no insurance coverage. She is working part-time in minimum wage job with no benefits. Her income is inadequate to meet family needs. She had been told that she could receive assistance if she divorced her husband. New Directions provided assistance with information referral, assistance with career planning, funding for an educational program and direct program assistance for books. She continues in school and will graduate this fiscal year. She serves as participant representative to "New Directions" Advisory Committee, and publicly advocates for coordinated services for women in similar circumstances.

- A 43 year old, recently divorced single mother of a six year old son had worked part-time as a nurse's aide during her marriage enrolled in Office Technology. She graduated with a 3.6 GPA, is presently working full-time in an abstract company with full benefits, purchased a home, and feels very good about her career and life.

- In 1989, Pam recently divorced and without job skills, enrolled in a two-day workshop for displaced homemakers held in her small county seat town. Two years later she returned to the Displaced Homemaker's Program to complete career assessment which indicated an interest in the Physical Therapy Assistant program. She spent one year taking required Arts and Science classes which made her class load more manageable when she did start the PTA program. She graduated in May 1993 and is currently employed as a Physical Therapy Assistant at a hospital in southeast Iowa earning $10.85 per hour. She can now support her two children without relying on public assistance.

- After attending a two-week CEAP workshop offered by the Career Advisors and some brush-up courses, Teresa enrolled in Electrical Engineering Technology. She completed one semester with excellent grades but decided she would be more comfortable in the Executive Secretary Program. Teresa faced many challenges, needing child care for a young child, no Pell Grant, and commuting from a rural community. But with the support of family and some limited financial assistance from New Directions to get her started, Teresa graduated May 19, 1994, with high honors in the Executive Secretary program. She is working full-time with the John Deere Heritage Clinic, complete with benefits.

- A 42 year old American Indian single mother of five children was unemployed and wanted to enroll in the special gaming courses offered through the Bingo and Casino Management. She could not afford the tuition, but with assistance from the single parent program at Marshalltown Community College, she was able to enter and complete the program. She no longer depends on public assistance.

- Craig, a 31 year old single father of two small children, had successfully completed one semester of ADN studies and was working at Wal-Mart. Due to his schedule of classes, he would be unable to continue employment for that semester and could not find work part-time. Enrollment in the Displaced Homemakers/ Single Parent program allowed him reimbursement for child care costs, uniforms, and board exam expenditures, which promoted completion of his studies and achievement of his personal goals. He is a nurse with a starting salary of $8.40 per hour, 40 hours per week, health benefits and vacation pay. He can now support himself and his family.

- Jane, divorced mother of three, began the NP program two years ago. She had an unhappy marriage and a history of alcohol abuse. Three years ago she completed alcohol abuse treatment, divorced her spouse, and came to the college for ability and interest assessment. She scored high on her tests and showed high interest in the medical fields. She was accepted in the PN program, chose to go on to the RN program and has successfully completed each. She is looking for a position out of the rural area.

F. Impact of Activities/Services

Secondary school and community college year-end narrative reports pertaining to vocational education programs supported with the Perkins Act, Title II-C funds describe supplementary services provided for single parent, displaced homemakers, and single pregnant women in the programs.

Excerpts of examples of activities/services and their impact for these students are presented for secondary schools and community colleges in the following narrative.

1. Secondary Schools

- "Single Parents - Referral to appropriate support agencies occurs.
  Displaced Homemakers - None in FY 94.
  Single Pregnant Women - TAPP (Teen Academics Parenting Program) is a neighboring districts' program which is an alternative placement for ...High School single pregnant women. Course work is equivalent or the same as ... High School and credits are transferable. Students generally return to ... High School following birth and the completion of the semester."

  "Single Parent - A student completed the first semester business/office education multi-occupations course through independent study coordinated through the ... multi-occupations coordinator and the TAPP instructor. Due to this cooperation, modifications were made to meet the needs of the students so she was able to return to the home school on track with business courses competencies as well as meet graduation requirements.

  Single Pregnant Women - Two business students participated in this program, both continued business course work, graduated, and are enrolled at ... Community College for fall 1994."

- "Day care is provided for single parents enrolled at ... High School."

  "Responsibilities for dependent children does not exclude special population students from enrolling in the vocational program."

- "The one single pregnant women in the voc. ed. courses was helped by VT. the class and lectures so she could watch them and stay up with the course work. Some modification of the course work was also done to accommodate the persons situation (ie. individual work during study halls or a tutor)."

  "The student wasn't behind in the class because of her pregnancy."

2. Community Colleges

- "During FY 93-94, the Displaced Homemaker Program served eighty-seven (87) displaced homemakers and ninety-two (92) single parents. The number of clients enrolled in the campus program was fifty-nine (59). Five (5) of these students graduated. One (1) of them plans to earn a BA Degree after having completed a vocational technical program, the other four (4) graduates have all found full-time employment. One (1) student who did not complete the program found full-time employment. The remaining fifty-four (54) clients are continuing in the program.

  The Displaced Homemaker Program provides services to Single Pregnant Women at three area Alternative High Schools. The outreach specialist spend one week in the fall at each location teaching classes and getting acquainted with the target population. During the rest of the year, the specialist spends one day a month at each school presenting classes such as career exploration, goal setting, job seeking skills, and parenting. The number of students served in the program last year was forty-nine (49). Three (3) of these students were pregnant teenagers and twenty (20) were teen parents. Fourteen (14) of these students graduated. The number of students continuing in this program will be unknown until fall registration."

- "There was one male single parent in the program. He had four small children. The Learning Center assisted him in completing his math courses."

  "The single parent student completed the program and is employed in the lineman trade."

- "The services given to single pregnant teens, pregnant women and displaced homemakers include the following list:

  a. Career Assessment

b. Information and assistance on going back to school:
   - choice of school or program
   - the application process
   - financial aid process for the Pell Grant and referrals
   - managing the personal considerations necessary to be a successful student
   - concerns such as scheduling, child care, and transportation

c. Information and assistance on finding a job:
   - resume development
   - job seeking information and assistance
   - job interview preparation
   - referral to JTPA/DHS/etc."

"- 8 women were employed in non-traditional careers
- 4 women received assistance in starting their own business
- 11 women were placed in non-traditional training
- 368 women received individual counseling regarding the opportunity offered by non-traditional employment.
- 78 referrals were made to a learning center for GED/Alternative High School or ABE."

G. Services Most Needed

The client intake process used by program coordinators identifies which services are the most needed. Consistently, the primary services clients need are child care assistance, transportation assistance, tuition assistance and referral to other agencies. Following closely behind is assistance with the cost of books. As is clear, most of these services cost money.

Because of these needs, great emphasis has been given by programs serving single parents, displaced homemakers and single pregnant women to collaborate with other service providers, such as JTPA, the Department of Human Services, and dislocated worker programs to access all available aid for clients. While some Carl Perkins funds have been used to support these costs, coordinators first try to utilize other funding sources, such as block grant child care funds. Iowa, like many other states, is experiencing far greater demand for child care subsidies than can possibly be met.

As a corollary, some sex equity programs also serve clients with these needs. The University of Iowa Pre-Vocational Program for Women primarily serves single parents and displaced homemakers. During the past two years they have received a grant from the Women's Educational Equity Act programs specifically to provide for child care costs. Without this need being met, it is impossible for many women to access the education and training they need.

IV. Sex Equity

A. Sex Equity Reserve

The State of Iowa uses the funds reserved for sex equity programs to provide the following services and programs, as required in the Carl D. Perkins Act:

1. Programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary education.

2. Preparatory services and vocational education programs, services and activities for girls and women aged 14 through 25, designed to enable the participants to support themselves and their families. (The vocational equity consultant may waive the age requirement if a waiver is essential to meet the objectives.)

3. Support services for individuals participating in vocational education programs, services, and activities described in 1. and 2. above, including dependent-care services and transportation.

4. Pre-apprenticeship or pre-vocational programs with a focus on nontraditional occupations.

5. Research on the status of women and girls in education and development of a plan to better serve them through vocational education.

6. Technical assistance, monitoring, and resource development for equity programs.

A single request for proposal was issued for Sex Equity grants. Number of students served through Sex Equity programs: male - 2,966; female - 13,561.

B. Fiscal Year 1994 Sex Equity Program Overviews

The delivery of services using sex equity money was provided largely through the community college system. Nine community colleges were recipients of grants to promote nontraditional awareness and training in vocational education. In addition, two state universities and two secondary schools received grants. Below are descriptions of some of the services provided and a partial measure of their achievements.

- North Iowa Area Community College -- 243 middle school students from five middle schools attended career exploration days. Thirty (30) counselors from the nine county area received staff development during Counselor Academy to learn about career counseling and equity issues.

For women who were displaced homemakers, single parents, or students at NIACC, a Basic Training Program for women was entitled "Creating Equal." Classroom and hands-on activities were provided in Building Trades, Automotive, Agriculture, Hearing/Air Conditioning, and Mechanical Design/Electronics. Thirty-two women registered for classes. As a result of the program, thirty students enrolled in nontraditional vocational education programs. Guidance and counseling was provided to students who enrolled in either nontraditional or traditional programs. One of the primary benefits of the program is the change in attitude from tolerant condescension to enthusiastic acceptance on the part of some of the instructors working with participants.

- Iowa Lakes Community College -- The "Career Exploration Center" program has as its goal to convey information on nontraditional occupations to secondary and postsecondary students, displaced homemakers, adults contemplating a career change, and targeted junior high and elementary students in Merged Area III. Activities included Career Fairs for Middle and/or Junior High students (834 students), Nontraditional Awareness Program was presented to 16 high schools (1,111 students), and an inservice to faculty and staff at the college on Sexual Harassment Awareness.

  The equity coordinator worked individually with 115 clients, providing financial assistance to 67 students. Through this program a high percentage of the nontraditional students at Iowa lakes Community College have received support services. In addition to books and tuition, services included orientation, personal counseling, assessments, career exploration, skills training, pre-employment workshops, and referrals. Of the 67 students, 40 received tuition assistance, and 20 child care/transportation assistance. Ten students have graduated this year.

- Northwest Iowa Community College -- Through Career Center contacts with students, community workshops, a Career Day Workshop and Women's Conference, NICC has promoted sex equity and nontraditional careers to 916 clients.

- Eastern Iowa Community College -- The Career Alternatives Program is designed to encourage young women of all ethnic groups and backgrounds between the ages of 16 and 25 to explore and pursue career options in nontraditional fields for women. Thirty-five orientation seminars were held for 520 females and 111 males. Assessment and career planning services were provided to 59 females and 21 males. A Career Fair exploring automotive technology, computer aided drafting, hazardous materials, heating, ventilation and air conditioning served 41 women. A Career Fair on nontraditional occupations for parents and their daughters reached 24 parents and 38 students.

  The pre-Vocational Training Program offered 20 women a concentrated program designed to explore nontraditional career options while exploring self development topics and life and career skills necessary in today's job market. Assistance with child care and transportation expense for the participants was provided.

A play, The Yellow Rose of Suffrage, the Life and Words of Carrie Chapman Catt, an Iowa native instrumental in the women's suffrage movement, was sponsored by the Alternatives Program. This activity served to promote sex equity issues in the community. Sixty-six (66) females and one male attended.

The home economics instructors in the area high schools have integrated the orientation and assessment phases of the Career Alternatives Program into their career units of study and routinely invite CAP facilitators into the classroom.

- Kirkwood Community College -- This program has provided support services including child care, tuition assistance, transportation, tool purchases, counseling and brown bag lunches to 38 females and 6 males enrolled in nontraditional programs. In addition, a Sex Equity Annual Workshop was held for 25 participants.

- Western Iowa Tech Community College -- The goal of the PACE project is to increase the participation in nontraditional occupations through the provision of a comprehensive career awareness program. This project focuses primarily on youth 14-18 years of age in the secondary schools in Merged Area XII. Twenty-eight secondary schools (1346 students - 646 females and 680 males) participated. This three-session program is targeted toward sophomore students but is provided to any secondary school class upon request of a high school counselor or teacher.

  This year WIT and Briar Cliff College joined to sponsor WINGS, a conference for young women in 7th and 8th grade to investigate science and math. A total of 412 young women participated with 28 professional women employed in nontraditional careers related to mathematics and/or science. Forty-two (42) parents and 33 educators attended the conference. This conference was an excellent example of collaboration between private and public educational institutions and received additional support from 48 local companies.

- Indian Hills Community College -- Through this sex equity program 381 women and 81 males received nontraditional occupation support. Of these 122 women entered high technology programs, 259 women enrolled in other nontraditional programs and 17 are enrolled in pre-vocational programs to upgrade skills. All 82 men were enrolled in nontraditional programs.

  Services provided by the equity coordinator included a Gender Equity Inservice for Advanced Technology staff (55), provisions of an Introduction to Electronics, and Introduction to Technical Math (9 women students) in cooperation with Special Needs Department, Study Skills Classes for 60 prospective women students; presentations to community organizations, human service organizations; and the development/implementation of three NEW (Nontraditional Employment for Women) 12 week prevocational nontraditional workshops.

  In working toward the objective of placing women and men in appropriate nontraditional occupations, Indian Hills succeeded in placing 72 graduates. Salaries for these jobs ranged from $18,000 to $29,244.

In cooperation with Southwestern Community College a Non-Traditional Career Day was held on October 15 for girls and women. Over 550 junior and senior high school girls attended the conference.

Indian Hills Community College also has a grant to serve as the Equity Resource Center for the State of Iowa. Materials formerly housed at Iowa State University were moved to Ottumwa and reorganized. Catalogs were distributed to all area education agencies, community college and persons working with equity issues at the local schools. New materials were purchased. Lists of materials were updated twice during the year.

- Northeast Iowa Community College -- This project has as its goal the design and implementation of recruitment activities to encourage nontraditional enrollment in vocational education programs. Through linkage to the displaced homemaker program at the college, 123 individuals received counseling on nontraditional occupations. In addition, the program cosponsored a nontraditional career conference day with JTPA. Presentations were made a Back-to-School workshops and to community groups and college classes. Various support services were provided to students with an interest in exploring nontraditional vocational education, including assistance with application and financial aid forms.

- Des Moines Independent School District -- NEW Iowa is a program designed to create awareness of nontraditional employment opportunities for women in Central Iowa. Thirteen women participated in NEW Iowa Exploration of Skilled Trades classes. Among the participants completing the program, several are making concrete efforts to enter nontraditional occupations. Limited apprenticeship opportunities make this difficult for some of the participants.

- Saydel Community School District -- Primary research was conducted to identify the degree to which students in Iowa experienced student-to-student sexual harassment. Structured telephone interviews with more than 500 students revealed that more than 75% of all female students had experienced sexual harassment at least once. A video on student-to-student sexual harassment was developed as a tool for educators in Iowa to use with students and faculty regarding perceptions on harassment and what the law says.

State Universities

- Iowa State University -- "Preparing Girls for the Technological Future: has as its primary objectives the following:

    1. To counteract stereotypic images relative to science, math and technology.

    2. To inform students, parents and educators about scientific and technical careers and steps they can take to encourage girls to participate in nontraditional areas.

3. To stimulate girls' interest in science and math course work by showing its relevance to careers.

Three nontraditional career conferences were held on the ISU campus reaching approximately 1000 participants with an additional 700 turned away because of lack of space. Approximately 220 teachers and parents also attended.

The program continued to support career conferences at area community colleges. The Nontraditional Role Model Directory provided more than 40 volunteers to speak at local schools impacting 2437 students in grades 2-12.

This year job shadowing and mail Mentoring was added as opportunities for young girls.

- University of Iowa -- The Pre-Vocational Training Program at the University of Iowa is a pre-apprenticeship program designed to utilize the extensive plant services which are part of the university and which also have apprenticeship potential. The program targets economically disadvantaged women. Many of the 44 participants are single parents or displaced homemakers. In its fourth year of operation, there were more women interested in enrolling than the program could accommodate. Of special concern to the program coordinator has been the participants' need for child care. A second grant from the Women's Education Equity Act Programs of the U.S. Department of Education was applied for and received during the program year. It will provide child care and for disseminating information about setting up similar programs at other universities.

  The curriculum is divided into five basic components: Basic Math and Measurement, Career Development, Life Skills, Physical Conditioning Wellness, and Skilled Trades Experience. Students rotate through 10 to 25 possible skilled trade stations, often in pairs.

  To date, 57 percent of the participants have been receiving some type of assistance (welfare, food stamps, etc.) Almost all participants have experience only in traditional female occupations. The overall completion rate is 89 percent. Ninety percent (90%) of the completers have gained additional nontraditional experience following completion of this 12 week program. This experience includes nontraditional education at community colleges, employment, and apprenticeship.

C. Impact of Activities and Services

Year-end narrative reports pertaining to vocational education programs supported with the Perkins Act, Title II-C funds which were submitted by secondary schools and community college describe what was done to reduce sex bias and stereotyping in each program.

Excerpts of examples of activities/services and their impact on students are presented for secondary schools and for community colleges in the following narrative.

1. Secondary Schools

- "Nontraditional Day where students in classes that are traditionally one sex are required to invite a student of the opposite sex to class."

  "Of the 79 nontraditional students that took part in the activity, 78% said that they learned things about the program and would consider enrolling in the program. Ninety-five percent said they liked the activity."

- "The Life Skills instructor and the Business and Marketing instructor attended a workshop at the Mississippi Bend Area Education Agency to receive training on nontraditional job roles which was brought back to the local school:"

  "- Changes were introduced in programs and setting up a Career Fair and Occupational Exchange program.
  - Eight women students were allowed to exchange classes during the Life Skills period to allow them to explore new areas in nontraditional roles.
  - Five men students participated in nontraditional activities including child care and use of computers in teaching young children.
  - The Parenting/Child Development class has increased to ¼ of the students being male."

- "Continued district levels in-service by our gender equity team has been targeted to our vocational staff members. 'How schools shortchange girls' has been the main focus of staff training which has been helpful to our industrial technology instructors. The AAUW videotape has been used as a starter for dialogue to reveal the unintentional stereotyping and bias that often takes place. Female enrollment in industrial technology classes has increased slightly. Instructors are very aware of the subtleties of this issue as they revise their curriculum course titles and class descriptions. They realize that these are important marketing and recruiting issues that require close consideration in order to make their program more appealing and to reduce stereotyping and bias."

  "One success story in this area involved efforts by our ... High School teachers to solicit the $175 registration fee for one of our young girls to attend the 1994 Engineering Honors Workshop at Iowa State University. She was not able to pay her own way and teachers found a corporate sponsor to assist so she might attend this one week session July 17-21. This type of concern as well as staff members who took two groups of students to the "Road Less Travelled" workshops indicate a concerted effort to make progress in this key area."

2. Community Colleges

- "Workshop activities in our Career Exploration Program and the use of 'CHOICES' promote awareness about individual matching of interests, aptitudes, work values, personal values, mobilities, wages needed and education required rather than the 'traditional' or 'stereotypical' factors."

  "Women and men select the Practical Nursing program based on factual information rather than selection based on it being a 'traditional female' occupation. For FY 94, 21 males out of a class total of 280 (8%) were enrolled in PN which traditionally is viewed as 'female' occupation."

- "Students were recruited for the seventeen identified programs through school visits, career days, and through career testing and exploration activities.

  A Non-Traditional Career Workshop for Women was held to encourage students to enter fields which have previously been gender-blocked/male dominated. Seminars were held, and group counseling provided to encourage students to enter fields traditionally male or female dominated.

  Publication photographs were examined for sex bias and an effort was made to include gender equity in career oriented photographs in marketing literature...

  The Marketing Program for FY 94 featured people in non-traditional jobs. The title is "Education that Works" and features a male nurse and female technician. The Student Handbook Calendar features a male child care worker.

  An Equal Access and Equity Plan was developed to address sex bias issues and other access problems ...

  The Non-traditional Student Club was re-activated. This group discusses problems of sex bias and ways to overcome barriers and stereotyping."

  "During FY 94, thirty-three non-traditional students were enrolled in seventeen identified programs which are identified as gender biased.

  Forty-nine (49) girls, age 14, attended traditional Job Fairs offered for high school students, and thirty (30) women attended a Vocational Trades Fair co-sponsored by JTPA."

D. Other Comments

The Sex Equity programs implemented in Iowa in fiscal year 1994 provided a variety of opportunities for both secondary and postsecondary students. The greatest emphasis, as intended under the law, was helping female students gain awareness of nontraditional career opportunities and move into nontraditional employment.

Unlike the Single Parent and Homemaker programs, data regarding program or job placement or client characteristics is not readily available nor comparable among the Sex Equity programs. The program specific data given in each of the above descriptions is intended to provide some sense of the impact of the program on participants.

Critical to the success of every program is the personnel involved in delivering the services. Iowa is fortunate to have many dedicated program coordinators working with both program areas.

E. Male/Female Enrollment Patterns

During fiscal year 1994, several vocational areas reflected significant change towards a more gender-balanced enrollment. In Table 7, five of the nine specific program areas identified show an improvement in the male-female ratio over fiscal year 1993 enrollments (Marketing, Technical, Consumer and Homemaking, Occupational Home Economics, Health, and Technical Education/Industrial Arts).

Table 7
Male/Female Enrollment Patterns in Vocational Education Programs

Occupational Program Area	ENROLLMENT								
	Secondary			Postsecondary			Total		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Agriculture	12,080	80% 9,614	20% 2,466	1,591	76% 1,204	24% 387	13,671	79% 10,818	21% 2,853
Marketing	3,486	50% 1,727	50% 1,759	944	44% 413	56% 531	4,430	48% 2,140	52% 2,290
Technical	0	0	0	2,158	89% 1,930	11% 228	2,158	89% 1,930	11% 228
Consumer and Homemaking	29,401	35% 10,221	65% 19,180	0	0	0	29,401	35% 10,221	65% 19,180
Occupational Home Economics	1,770	33% 583	67% 1,187	1,361	16% 219	84% 1,142	3,131	26% 802	74% 2,329
Trade & Industry	9,464	90% 8,511	10% 953	7,573	84% 6,333	16% 1,240	17,037	87% 14,844	13% 2,193
Health	281	30% 85	70% 196	11,321	12% 1,329	88% 9,992	11,602	12% 1,414	88% 10,188
Business	17,494	43% 7,467	54% 10,026	6,731	22% 1,507	78% 5,224	24,225	37% 8,975	63% 15,250
Tech. Ed./ Industrial Arts	27	74% 20	26% 7	--	--	--	27	74% 20	26% 7
Principles of Technology	--	--	--	--	--	--	--	--	--
Not Elsewhere Classified	1,078	51% 548	49% 530	332	48% 161	52% 171	1,410	50% 709	50% 701
Grand Totals	**75,081**	**52% 38,777**	**48% 36,304**	**32,011**	**41% 13,096**	**59% 18,915**	**107,092**	**48% 51,873**	**52% 55,219**

Over the five-year comparison period, some of the traditionally sex-segregated vocational areas have made substantial progress in improving the male-female ratio, as illustrated in the example of four selected occupational areas in Table 8. With the exception of Marketing, the other areas cites are programs of high enrollment (see preceding table) so that a fluctuation of one or two percentage points can affect a considerable number of students.

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Table 8
Male/Female Enrollment by Selected Program Area
FY 90 and FY 94

Program Area	ENROLLMENT RATIOS			
	FY 90		FY 94	
	Male	Female	Male	Female
Agricultural/ Agribusiness	81%	19%	79%	21%
Business and Office	35%	65%	37%	63%
Marketing Education	46%	54%	48%	52%
Consumer and Homemaking	34%	66%	35%	65%

V. Criminal Offenders in Corrections Institutions

A. Participating Institutions

Four community colleges received funds from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 one percent (1%) correctional set aside for fiscal year 1994. They were:

- Iowa Central Community College, 330 Avenue M, Fort Dodge, IA 50501
- Iowa Valley Community College, 3700 South Center, Marshalltown, IA 50158
- Southeastern Community College, 1015 South Gear Avenue, PO Drawer F, West Burlington, IA 52655
- Kirkwood Community College, 6301 Kirkwood Boulevard, S.W., Box 2068, Cedar Rapids, IA 52406

The five participating correctional facilities were:

- North Central Correctional Facility, PO Box 313, Rockwell City, IA 50579
- Iowa Juvenile Home, Toledo, IA 52342
- Iowa Training School for Boys, Eldora, IA 50627
- Iowa State Penitentiary, Fort Madison, IA 52627
- Iowa Men's Reformatory, Anamosa, IA 52205

B. Programs or Services Provided and Achievements

1. Iowa Valley Community College

A total of 445 students were served. Of that number, 158 were females residing at the Iowa Juvenile Home. The remainder were males residing at the Iowa Training School for Boys. A total of $55,718 was utilized for this effort.

Guidance and counseling services were provided. This service includes pre-employment and services to assist the students as they leave this institution. The assistance in transition helps the student to enter employment, return to school, or enroll in community colleges.

2. Iowa Central Community College

One hundred thirty-seven (137) inmates of the North Central Correctional Facility were served in a Work Readiness program. Objectives are met by successful completion of projects including letters of application, job application forms, job oriented functional resumes, and mock job interviews. A total of $33,412 was utilized for this effort.

3. Kirkwood Community College

Eighty-nine (89) inmates of the Iowa Men's Reformatory were served in a welding program. Carl D. Perkins Vocational and Applied Technology Education funds were used to improve the program to better serve the needs of the clients served. A total of $10,558 was utilized for this activity.

4. Southeastern Community College

Thirteen (13) inmates were served at the Iowa State Prison. The funds were utilized to provide a vocational related instructor to assist inmates at the Iowa State Prison to enhance their abilities to successfully readjust to a free community. A total of $10,557 was utilized for this activity.

VI. SPECIAL POPULATIONS

The purpose of this chapter is to describe supplementary activities/services provided for special populations persons enrolled in vocational education programs supported with Perkins Act funds during fiscal year 1994.

Secondary school and community college year-end narrative reports describe these activities/services provided for the following categories of special populations students: individuals with disabilities, limited English proficient (LEP), and disadvantaged. Excerpts from these reports provided the content of this chapter.

A. Individuals With Disabilities

Supplementary activities/services for students with disabilities were described in the reports for each of the following categories:

- Equal access to program, services, and activities;
- Recruitment;
- Coordination between special education and vocational education;
- Assessment; and
- Transition from school-to-work.

Excerpts of activities/services and their impact for each of these five categories are grouped for secondary schools and community colleges in the following narrative.

1. Equal Access to Program, Services, and Activities

a. Secondary Schools

- "Equal access to the program, services, and activities for individuals with disabilities are (sic) aided through the use of teacher associates to enable each students (sic) with the opportunity to participate and succeed in our programs, services, and activities."

  "As a result of our use of teachers (sic) associates, students are able to receive test reading, study help, organizational help, and when needed, get prompting and feedback in their learning. We believe that our use of teacher associates benefits our individuals with disabilities."

- "Equipment is accessible and adaptable to meet needs of individuals with disabilities."

  "Approximately 15% of students currently in the program are handicapped individuals."

- "Joel ... is a 10th grade student who became paralyzed from the waist down after a motorcycle accident last summer. Joel was confined to a wheelchair and returned to school second semester. Joel took a keyboarding course; the class is located on second floor of our building. Joel was able to have access to the class/program by using an elevator that was installed a few years ago. As a result of this service Joel received valuable computer exposure and training."

b. Community Colleges

- "As a result of our aggressive efforts to provide open access, ... Community College enjoys an excellent reputation for serving students with disabilities. From initial self-identification, or referral, the College provides admissions, advising, testing, and accommodations strategies to ensure student success."

  "No student has been denied access to programs or services at the College due to disability. Twenty students with disabilities received admissions testing accommodations."

- "Equal access to the programs has been met through program accommodations, relocation of classes, program specific recruitment by instructors and input from their individual advisory committees. The college will continue to work closely with each student identified as having a disability in selecting the appropriate type of accommodation or aid as needed."

  "In the Automotive Mechanics program, the college staff worked extensively with a visually impaired student.

  Meetings with the Department of the Blind
  Counseling/Advising
  Provided individual tutor on and off campus

  We tried to maintain him on site but an accident off campus caused him to drop his program."

2. <u>Recruitment</u>

a. Secondary Schools

- "The annual Transition Fair has proven to be a very important part of the recruitment process."

- "All students with disabilities received program information via the student handbook and/or the course of study course guide. Counselors provided information on a one-to-one basis as students selected courses for the next school year. Vocational teachers promoted vocational courses through newsletter articles, guidance information, brochures, and building displays to interest students. Special education teachers provided one-on-one guidance and information to students and parents through the annual IEP reviews. All students were guaranteed equal access to the program, services, and activities."

  "Students had specific knowledge of course offerings and available programs, resulting in increased enrollment among individuals with disabilities. In the 1992-93 school year, the enrollment was 39%. In the 1993-94 school year, it has increased to 74%.

b. Community Colleges

- "In addition to traditional high school recruiting, the College works closely with the Iowa School for the Deaf, Alternative High Schools, Special Schools, and agencies to encourage students with Special Needs to pursue a college education.

  Recruiters are aware of the special accommodations services provided by the College to assist special populations. Brochures assist counselors in identifying services."

  "Our recruitment offers (sic) have been successful in not only drawing special population students to the College but in encouraging early application. This has resulted in better communication between the student, parents, and College staff. Special Needs Advisor [worked] with and enrolled thirty-seven (37) disabled students, thirty-two (32) of which completed the school year."

- "Recruitment services were provided at all local schools, alternative high schools, special schools, adult program/classes, public awareness programs, and career days. The Special Transition Fair has been conducted for the last six years to specifically address the educational career needs of 470 students with disabilities."

3. Coordination Between Special Education and Vocational Education

a. Secondary Schools

- "Special education teachers and drafting teachers worked together to develop strategies for promoting student achievement and success for individuals with disabilities. Resource teaching assistance was provided for students in Drafting programming. Individual conferences were held and planning with the team and drafting instructors for remediation and/or scheduling concerns occurred."

  "Increased communications facilitated planning among special education and vocational teachers to better meet the needs of the disabled student. Drafting teachers report a higher percentage of individuals with disabilities completed course work successfully."

- "When ever a special ed. student takes a course in Voc. Ed. both the regular and special ed. teacher meet to see if the student first can even handle the class. Then second they decide what modifications are needed and help for the student. Also during the course a monitoring system is used to check on the students progress."

  "A better understanding was acquired between the two teachers handling the special needs students. Problems could be handled quickly and efficiently between the two teachers. The student received more help between the two teachers. A higher chance of success for the student is obtained through teacher coordination."

b. Community Colleges

- "The coordination of special population students is accomplished by an open communication between the staff of the Career Center, the special population advisor, and the vocational program faculty and program coordinators. Through identification, follow up, and implementation of special services, special accommodations and assistive devices are provided to these students with disabilities."

  "Deaf and hard-of-hearing students receiving sign language interpreting services find communication between them and hearing individuals more accessible, more effective, and more meaningful. This has led to these students being able to develop more self-confidence and self-esteem, to complete their respective programs, and to compete in the job market.

  Accommodation/modification of a computer disk with computer hardware. The keyboard support was removed and the metal braces were rounded, smoothed and padded to prevent injury to the student in the wheelchair.

A portable compu-text lens was provided to a deaf/blind student for the purpose of enlarging the print on the computer monitor screen.

Seating arrangements for a deaf/blind student were made for the purpose of tactile interpreting -- thus, the student was able to receive information from the instructor during periods when the lights were dimmed for overhead instruction."

- "Through increased communication between vocational faculty, counselors, special services support staff, and the Special Populations Advisor, Individual Career Plans were developed, implemented, and completed for six (6) students."

  "Staff training/advising, prior to student entry, has resulted in better accommodation efforts on the part of faculty and commitment by the student being served."

4. Assessment

   a. Secondary Schools

   - "Students with disabilities have the advantage of professional conferences as resource personnel from the districts, as well as the area education agency confer with students and parents when disadvantaged students are recruited into a vocational program. A variety of assessments are used to assist in determining career choices."

     "Students are recruited into vocational programs of their preference which might not have happened without this additional assistance. They would have decreased opportunity to be successful in a future career."

   - "Assessments for students with disabilities in the Business Education program are consistent with the types of assessment defined in each student's IEP. Students may receive assistance from the resource program teacher or have assessments adjusted to emphasize performance and not memorization."

     "Students receive consistent assessments based on what they are capable of accomplishing and how they can apply what they have learned. When the performance-based assessments are completed during FY 94, students should realize even better assessments in terms of consistency and application of skills."

   - "Assessment of vocational competencies for students with disabilities is handled in much the same manner as for a student without disabilities. Instructors note progress and competencies achieved, and grade according to the class syllabus, IEP, or Section 504 plan."

"Assessment, as a part of our transition planning for students with disabilities, allows our teachers and supplemental staff to assist students in transition planning. Assessment for students with disabilities is critical to parent and student satisfaction with our programs and services."

b. Community Colleges

- "The Career Assessment Center also provided Vocational Evaluations for students referred by Vocational Rehabilitation and JTPA. Individuals were tested according to specific needs and agency requests. Evaluations included achievement tests, interest inventories, working with tools and materials of the trade (TAP), and Valpar Work Samples."

  "Thirty-six (36) percent of individuals receiving vocational evaluation enrolled at .... Community College."

- "Fifteen (15) students were considered 'at-risk' during the admissions process and testing were referred to Assessment for diagnostic and exploration evaluation. These results were used to assist with advising and enrolling in appropriate programs of study. Testing accommodations were provided by seven (7) trained volunteers."

  "By using accommodated testing, followed by counseling with the Special Populations Advisor, Individual Career Plans, referral for support services, and faculty in-service are facilitated. Most students with disabilities take advantage of these services early in the admissions process, expediting maximum individualization."

5. Transition From School-to-Work

a. Secondary Schools

- "When writing the curriculum, the teachers recognized the need to focus on this area as we teach the students. It has resulted in our teachers' seeking further awareness as well as opportunities to demonstrate this in the classroom. The students have been involved in more job-getting and job-keeping activities. Workplace readiness was also studied this year and will be implemented in 1994-95 as an elective for all students to help them better prepare for the world-of-work. The students in this area have also practiced world-of-work skills as they have managed a restaurant, provided a mending/sewing service, and catered for several community functions."

- "Students are taught job seeking and job keeping skills. All students are also provided with job experience in there (sic) career field."

  "A diabetic student was placed in the loan department at a local bank as part of his job training and was a valued employee during the program."

b. Community College

- "'Transition' is a cooperative planning process to establish and implement a series of programs and services which maximize the potential of school-age special needs students for adult independence. The process includes the student, families, advocates, educators, AEA support personnel, NIACC staff, Job Training Partnerships, and employers. Stated simply, transition is individuals/agencies working together as a student moves from school-to-work in order for the student to be successful in this new role.

  The school provides counseling services to students of special populations. These services include: college and tech school visitations, linkages with vocational rehabilitation counselors, exploration, career analysis, classroom assistance, supplemental instruction, and placement assistance.

  Special populations students enrolled in vocational programs are also receiving instruction in specific areas of job seeking skills, i.e., resume preparation, inter-viewing techniques, application procedures, and credential file preparation."

  "The 'transition' planning process has created a much clearer vision for the various service providers as they focus on assisting special populations/needs students.

  A higher percentage of special populations/needs students are successfully completing the transition from school to work than were two years ago."

- "Transition activities have resulted in awareness on the part of employers of the advantages of hiring students with disabilities. The College has become a resource to the business community in its efforts to both employ people with disabilities, as well as in answering questions concerning work place accommodations."

  "The annual Job Fair provides equal opportunities for disadvantage/disable students to explore job opportunities. Forty-seven (47) employers participated in this past year's Job Fair. Presentations in the areas of resume writing, interviewing skills, and employer expectations were offered. Two hundred (200) students attended and took advantage of these presentations."

B. Limited English Proficient (LEP) Students

Supplementary activities/services for these students were described in the reports in terms of equal access to program, services, and activities and services that contributed to their success in a program.

Excerpts of activities/services and their impact in regard to equal access and success in a program are presented in the following narrative for secondary schools and community colleges.

1. Secondary Schools

- "LEAs and NTAEA staffs have assisted student(s) and parent(s) in gaining understanding of existing services and programs. Support services that have been made available to students include taped textbooks, special testing accommodations, individual or group tutoring, equipment modification, curriculum modification, and other assistance as appropriate for individual student needs. All vocational classes are available to students, and special services are listed on IEPs and/or transition plans. The LEAs have provided special instructional aids for students as well as peer tutoring. Special populations/needs instructors are working with classroom teachers to provide the best quality instruction for their students in the least restrictive environment."

  "A caring sense of community is being developed as various educators service agencies and consultants work with LEP students and their parents."

2. Community Colleges

- "DMACC offers credit and non-credit instruction in ESL for students with limited English proficiency. Lab assistants, supplemental instructors, and tutors are also available. Computer-aided instruction for basic skill development is available on all campuses."

  "Thirty-two LEP students in vocational programs received additional support. Nineteen of these (86%) maintained a G.P.A. of 2.0 or better."

- "Assistance with registration was provided for all LEP students. Through ... Area Education Agency information was disseminated to all local secondary schools regarding the services available to LEP students and their parents.

  LEP classes are offered four days per week through the college SUCCESS Center. Individualized instruction is available through the SUCCESS Center. ESL instructors served as teacher aides in the vocational classrooms and labs to assist with the instruction of LEP students. Computer assisted instruction was provided via multi-media mode to LEP students. A multi-cultural student organization was established to assist students with assimilation into American culture."

  "LEP students have demonstrated higher retention rates than in previous years showing a 25% increase in retention from the first term to two consecutive terms.

  There has been a 25% increase in the enrollment of LEP students."

C. Disadvantaged Students

Supplementary activities/services provided for disadvantaged students in a program which contributed to their success in the program were described in the year-end narrative reports. Excerpts of these activities/services and their impact are presented for secondary schools and community colleges in the following narrative.

1. Secondary Schools

- "Disadvantaged students receive supplemental help from our special populations facilitator. The major emphasis is to help students having academic difficulties to pass courses and meet course requirements. Counseling from the teacher and outside providers, tutoring and encouragement to students and parents are provided to these students. That teacher serves as an advocate for these students and provides the direction to keep many in school."

  "An indication of the success of this support can be seen in the following results:

  69% improved or maintained grade point average (GPA)
  44% improved or maintained attendance
  31% improved both GPA and attendance
  80% improved either GPA or attendance"

- "The business teacher works with and communicates regularly with the resource room instructors to keep abreast of students in these programs and their skill levels and needs."

  "Twelve out of 15 (80%) have been able to successfully complete (sic) in business courses and earn appropriate course credit."

2. Community Colleges

- "Academically disadvantaged students have access to tutoring, special seminars in study skills, math brush-up, etc. Economically disadvantaged students may receive economic support from JTP."

  "Eight students received academic support through the Independent Study Lab; one student received financial assistance through Job Training Partnership. Two students received supplemental support and individual tutoring. Eight disadvantaged students graduated from this program.

- "The major emphasis of this year's funding was to identify academically 'at risk' students and to provide supplementary services for these students so that they would be retained in college. Funding was used to develop and implement an 'Early Alert' system to identify students experiencing difficulty in the first three weeks of the semester....

Forty-eight students in the vocational programs were identified as having academic difficulty. These students met with their advisors and/or instructors, received extra assistance through the CLC, and were provided with or peer tutors."

"Through these efforts, the majority (58%) improved their performance and were able to graduate, 17 percent completed the term, but did not meet the requirements for graduation and 25 percent dropped out of college."

VII. State Leadership and Professional Development

A. New Programs

New vocational education programs started in fiscal year 1994 are summarized in Table 9.

It is to be noted that 25 school districts and 13 community colleges requested State Board approval and offered these instructional programs. There was a total of 66 programs of which 42 were secondary and 24 were postsecondary. Instruction was provided for 5,172 students. Fifty-five and three tenths percent (55.3%) of the students reported were male and 44.7 percent were female.

Secondary programs were reimbursed with state vocational education funds at a percentage of the reported cost of the program. Community colleges were provided with state general aid; the amount per program is not available.

B. Expanded and Dropped Programs

Information pertaining to these programs is not available.

C. State-Directed Professional Development Projects

Table 9
Number of New Programs, Secondary Schools, Community Colleges, and Individuals Enrolled by Instructional Program Started in Fiscal Year 1994

Instructional Program	Number of Programs	Number of Secondary Schools	Number of Community Colleges	Number of Individuals Enrolled		
				Male	Female	Total
01.05030000 Agricultural Marketing	1 (a)		1	14	5	19
06.01010000 Business and Management, General	1		1	48	49	97
07.00000000 Business and Office	2 (a) 17	19		1418	1657	3057
08.00000000 Marketing	1 (a) 3	4		101	106	207
15.00000000 Engineering Related Technology	1	1		17	1	18
15.05010000 Air Conditioning, Heating, and Refrigeration Technology	2		2	123	13	136
15.06990200 Computer Aided Design (Drafting) - CAD	1 (g)	1		16	5	21

Instructional Program	Number of Programs	Number of Secondary Schools	Number of Community Colleges	Number of Individuals Enrolled		
				Male	Female	Total
17.00000000 Allied Health	1	1		5	14	19
17.02050000 Emergency Medical Technology - Ambulance	1 (e) 6 (j)		7	153	150	303
17.02050100 Emergency Medical Technology I	2 (f)		2	27	17	44
17.02060000 Emergency Medical Technology - Paramedic	5 (f)		5	292	165	457
17.02090000 Radiology Medical Technology	1 (d)		2	25	50	75
17.03090000 Medical Laboratory Technology	1 (d)		4	6	13	19
17.06020000 Nursing Assistance	1 (g)	1		1	8	9
20.01000000 Family and Consumer Sciences	2	2		42	59	101
20.02020000 Child Care Aide/Assisting	2 2 (b)	2	2	19	125	144
20.02030000 Child Care Management	1 (b)		1	3	56	59
46.00000000 Construction Trades	1	1		10		10
46.02010000 Carpentry, General	2	2		161	3	164
47.06030202 Auto Body Repair Technology	1 (a)		1	15		15
47.06040000 Auto Mechanics	3	3		351	33	384
48.00000000 Precision Production	2	2		81	2	83
48.01010000 Drafting, General	2	2		221	23	244
48.05010000 Precision Metal Work, General	1	1		9		9
TOTALS	66	25 (h)	13 (h)	3158	2554	5712

(a) Coop
(b) Work Experience
(c) Part-time
(d) Shared Clinical
(e) Short Term Clinical
(f) Part-time Clinical
(g) Jointly Administered
(h) Unduplicated

A summary of seven state-directed professional projects undertaken during fiscal year 1994 is provided in Table 10. In this table, it is to be noted that 2,409 persons participated in these projects.

Table 10
Agency/Organization Which Provided Staff Development and Number of Participants by Staff Development Projects

Staff Development Projects	Agency/Organization Which Provided Staff Development					Number of Participants		
	Dept. of Ed.	LEA	AEA	Comm. Coll.	4-Year Coll./ Univ.	Male	Female	Total
Vocational Education Administrators' Conference	X							245
Tech Prep Conference				X				1800
National Tech Prep Conf.			X			3	2	5
VICA Total Quality Institute				X		39	11	50
Marketing Education Resource Implementation Team Inservice	X					50	51	101
Nurse Aide Teacher Update					X	0	121	121
Health Occupations Educators' Conference					X	7	80	87
				Total				2,409

Comments concerning the seven projects include descriptions, evaluative comments, and some outcomes as a result of the activities undertaken in conjunction with the projects.

1. Vocational Education Administrators' Conference

   Ratings for criteria pertaining to the Vocational Administrators' Conference are summarized in Table 11. Fifty-nine (59) of the 245 persons who attended the conference completed and returned the assessment form. From the table, it is to be noted that the majority of those who responded were very satisfied with the conference.

Table 11
Level of Satisfaction by Criterion for the Vocational Administrators' Conference

Criterion	Level of Satisfaction					
	Very Satisfied		Moderately Satisfied		Dissatisfied	
	1	2	3	4	5	6
Conference Registration	41	10	5	1		
Organization of the Conference	25	25	7			
Choice of Subjects	23	28	6		1	
Choice of Topics	19	28	6	3		1
Quality of Instruction	13	29	13	2	1	1
Methods of Instruction	11	27	13	3	2	2
Over-All Program	19	30	8			
Opportunity to Participate	15	23	10	7	2	1
Meeting Room(s)	18	26	9	3	1	
Audiovisual Arrangements	8	19	15	8	2	3

In addition to the ratings in Table 11, specific comments were made by the participants. Examples are as follows:

- "Excellent conference. Very timely and thought-provoking. Keynote very vibrant and motivating."
- "Continue to provide nuts and bolts' topics related to voc. ed. -- equity, special pops, integration."
- "Sessions I attended were helpful. We like to hear about what is working -- especially in Iowa."
- "Carousel sessions should be longer and in separate rooms."
- "Would like to see more examples of 'new' programs. Presentations by schools on what they are really doing."
- "Concurrent Session suggestions:
  -Evaluation system (incl. performance measures and standards)
  -State Plan
  -Local applications
  -Special populations (supportive services)"

2. Tech Prep Conference

The 1994 Iowa Tech Prep Conference attracted over 1600 people statewide and more than 200 people from surrounding states. Twenty-six (26) states were represented by speakers and participants at the conference. Two hundred ninety-three (293) individuals responded to a request to evaluate the conference. The evaluations are summarized in Table 12. From the table, it is to be noted that the majority of those who responded rated the criteria good or better.

Table 12
Rating by Criterion for the 1994 Iowa Tech Prep Conference

Criterion	Rating				
	Excellent	Good	Fair	Poor	Other
Scheduling of Activities	113	150	22	0	8
Timeliness of Topics	178	105	6	0	4
Quality of Conference Speakers	186	93	10	1	3
Opportunity for Informal Interaction	67	137	69	9	11
Educational Value of Exhibits	32	104	86	25	46
Overall Quality of Conference	138	139	5	0	11

Of the 293 persons who responded, 257 indicated that the conference met their needs. Two hundred seventy-two (272) of the 293 persons said they would recommend this conference. In regard to the length of the two-day conference, the ratings of the 293 persons were: too long - 23; about right -241; too short - 11; other -- 18.

The following are comments drawn at random from remarks submitted by individuals who attended 54 concurrent sessions at the conference:

- "Seemed more relevant to applied academics than Tech Prep."
- "Considering the fact that every other session was overflowing, choices limited."
- "Several usable ideas for our system."
- "I wanted to know more about TQM and this helped. Did not tie back to TP."
- "Practical examples, encouraged thinking in our own classroom/school."
- "Very relevant to what we're doing."

3. National Tech Prep Conference on Marketing Careers

A team of five educators attended the National Tech Prep Conference which was held in Phoenix, Arizona, January 27-30, 1994. The team was organized to obtain representation from a variety of instructional areas. There was a guidance counselor, a language arts instructor, a math instructor, an industrial education instructor, and a marketing educator. The curriculum consultant from an area educational agency and a member of the state staff also attended this Tech Prep Conference.

One member of the team participated in the competency validation panel which was held as a pre-conference workshop. Following the conference, the team members developed a Tech Prep program and provided opportunities for other educators in the area to attend a staff development meeting on tech prep. This team of educators presented on the conference and their follow-up activities at the statewide Tech Prep Conference.

4. VICA Total Quality Institute

Fifteen (15) teams composed of 50 persons from Iowa and Denver, Colorado, participated in a two-day VICA Total Quality Curriculum (TQC) Project workshop. Of the 50 participants, 39 were male and 11 were female. Upon completion of the workshop, several comments were made as to how well the training prepared the team members to use the TQC materials. Some of the comments were:

- "I felt it just gave an introduction to the materials, and some of the basic TQM concepts."
- "It was a suitable program for beginning ideas in quality and building a quality commitment."
- "As with all short courses of this type, it will take much support (mentoring) to allow effective use of the concepts and ideas. This really must be part of a school districts philosophy for it to function well.
- "It didn't prepare us at all. When we left there was a question as to what the TQC was. (There still is.) We had no time to visit or plan as a team."
- "I felt the training could have been a little more curriculum-specific and gone into more depth in explaining how all these tools could be applied in the school system."

Following this workshop, there was a three month testing period for the purpose of providing the team members with an opportunity to apply those things learned at the workshop. After this period, participants met for a reporting/sharing day to assess their findings and to focus on further planning. Comments concerning the outcomes are as follows:

- "The reports indicated objective critiques of knowledge gained and experiences shared. Brainstorming, cause and effect, continuous process improvement, flow charts, customer-vendor linkages, and empowerment (student ownership) were concepts experienced in the projects."

- "Many expressed concerns for the need to have basic orientation to quality concepts before training of this type. Others felt that more training time on basic tool skills was necessary to gain best results. More specific examples of educational based case studies would be helpful."

- "Several of the participants expressed interest in additional VICA training on a local basis."

5. Marketing Education Resource Implementation Team Inservice

The Marketing Education Resource Implementation Team (MERIT) provided staff development activities designed for business educators who are implementing programs in marketing education in 105 secondary districts throughout the state.

Five new programs in marketing education were submitted for state approval. These were assisted by a MERIT instructor.

Business education instructors who were identified in the Basic Educational Data System (BEDS) were contacted by the MERIT instructor in that area of the state a minimum of twice during the year. Curriculum materials, available resources, and information on student organizations were provided.

"This year many instructors expressed concern on the lack of financial support and knowledge about vocational offerings. Unfortunately, VSOs are a low priority with those I've worked with. They lack the time they feel is necessary to run a good organization. Also, a few simple (sic) refuse to take on any more work in a new position."

"Business teachers have expressed an excitement in teaching marketing and feel it has improved their department."

Materials which were provided by the MERIT instructors have been collected and will become a part of a monthly mailing to each instructor during the next school year. This will provide each business educator who is teaching marketing the opportunity to obtain new instructional resources.

6. Nurse Aide Teacher Update

One hundred twenty-one (121) nurse aide teachers attended a one-day update workshop. The program of the workshop discussed such things as curricula concerns and methods of teaching. Approximately 80 percent of the attendees completed evaluations which are summarized in Table 13.

Table 13
Number of Ratings and Range of Average Ratings by Topic for Nurse Aide Teacher Update

Topics	Number of Ratings	Range of Average Rating*
Overview of Changes Made in Approved Curriculum	2	4.33 to 4.35
Learning Styles Inventory	4	4.32 to 4.43
Optimizing Clinical Experiences	3	3.77 to 3.92
Assisting Students With Learning Disabilities	4	3.44 to 4.01

*Strongly agree - 5; strongly disagree - 1

Some of the comments concerning the strengths and weaknesses of the workshop are:

Strengths

- "Networking with other instructors most helpful."
- "Question/answer session good."
- "Summarizing the changes in curriculum and drawing attention to them."

Weaknesses

- "Lack of handouts on site. It's frustrating when told facility has them and you haven't seen them."
- "Topics covered too fast."
- "The afternoon session on learning disabilities."

7. Health Occupations Educators' Conference

Eighty-seven (87) persons attended a two-day Health Occupations Educator's Conference. Approximately 80 percent of the people who attended completed evaluations which are summarized in Table 14.

Table 14
Average Ratings by Topic for the
Health Occupations Educators' Conference

Topics	Average Rating*
Special Interest Groups	4.49
The Map and the Road (Banquet Address)	4.07
Health Care Reform in Iowa	4.08
Critical Thinking	4.24
Legal Responsibilities in the Classroom	4.86
Multi-Competent in-Patient Care Approach	4.25
OTA/PTA Multi-Competent Allied Health Approach	4.00
Iowa Communications Network System	5.00
Department of Education Update	4.00

*Strongly agree - 5; strongly disagree - 1.

Some of the strengths of the conference were: "networking opportunities;" "facilities;" "good presenters;" and "sharing with others." Some of the weaknesses as expressed by the participants were:

- "A lot going at this time - different to get away."
- "A brief description of sessions to make choices easier."
- "Would like to have date and complete agenda earlier - more people would attend if they saw the agenda."

D. State-Directed Curriculum Projects

Seven state-directed curriculum projects were funded during fiscal year 1994. A list of the projects and the status and funding for each is shown in Table 15. The following is a summary of the descriptions of the projects including comments concerning the benefits and impact of each.

Table 15
Status and Funding of Curriculum Projects by Title Conducted During Fiscal Year 1994

Curriculum Projects	Status of the Project					Funding in FY 94
	Start FY 93	Start FY 94	Cont. FY 94	Comp. FY 94	Extend FY 95	Federal
Revalidate Minimum Business Education Competencies		X		X		$1,066
Mid-America Vocational Curriculum Consortium			X		X	$20,000
International Consortium for Entrepreneurship Education			X		X	$3,000
MarkED Curriculum Consortium			X		X	$2,525
Curriculum Assistance			X		X	NA
Curriculum Technical Assistance			X		X	NA
Revalidate Workplace Competencies		X		X		$332
Totals						**$26,923**

1. Revalidate Minimum Business Education Competencies

With the assistance of two technical committees composed of a total of 16 practitioners, the Business Education Program Management Committee revalidated the minimum competencies for business education and developed a sub-group bookkeeping/accounting minimum competencies and a sub-group of support services minimum competencies.

A set of core competencies required by both groups (support services and bookkeeping/accounting) was determined followed by those minimum competencies specific to each sub-group. The purpose was to assist the Department of Education in complying with S.F. 449 vocational education standards for Business Education. This will allow schools to choose both strands for their students or choose only one strand to meet the requirements of the vocational education standards. These competencies will be in effect for the 1995-96 school year.

2. Mid-America Vocational Curriculum Consortium (MAVCC)

MAVCC is an organization of ten states that have joined in a consortium to develop mutually needed competency-based materials to support consortium vocational programs. The instructional materials are provided to the member states by MAVCC on a cost recovery basis. Inservice is also provided. MAVCC sells to non-member states at higher non-member prices which helps to offset some development costs and costs of operating. The benefit to Iowa teachers is having a voice in respect to determining what materials need to be developed as well as benefitting by having available up-to-date materials at a low cost. The materials meet the quality criteria as required by the Iowa school standards and federal criteria for vocational program improvement.

3. International Consortium for Entrepreneurship Education

The consortium is designed to provide leadership in assisting member states in upgrading the opportunity for entrepreneurship education and to encourage lifelong learning for economic and community development. The consortium developed material this year which will greatly assist instructors in high schools and community colleges in providing educational opportunities for students to develop an understanding of the entrepreneurial concepts and to apply these concepts in a contextual learning environment.

During fiscal year 1994, Iowa continued to utilize the assistance of the consortium on a continuing statewide effort to increase the awareness of the importance of integrating entrepreneurial concepts into each vocational program and to establish courses for teaching entrepreneurship. Information on model programs and instructional materials has been disseminated to educators in the secondary schools and the community colleges. Two issues of the newsletter, EntrepreNews and Views, were published by the consortium and these were distributed to instructors in all vocational service areas.

During this year, the state approved competencies, which are required to be taught in each vocational service area, were validated based upon the competencies which were provided by the consortium. These competencies provided the basis for the development of an infusion guide for instructors' use for integrating entrepreneurial concepts into instructional offerings. This guide will be available for all instructors in the fall to assist them with meeting the state standard for entrepreneurship.

A consultant in the Bureau of Technical and Vocational Education has attended the national conference which is designed to provide opportunities for the participants to obtain new ideas and materials which could be utilized within the state. This year a consultant from Iowa served as the president of the consortium.

4. MarkED Curriculum Consortium

The consortium is designed to provide quality professional development opportunities; to collect, manage, and disseminate relevant information; to conduct relevant and valid research, including occupational research; and to develop quality curriculum, including instructional materials.

During 1994, Iowa utilized the consortium materials as the basis upon which to build the instructional programs in marketing throughout the state. Many business education instructors who have very limited preparation for teaching marketing are now offering and teaching courses in marketing throughout the secondary schools. The materials which are available from the consortium have provided the basis for those instructors for program development. Ten experienced marketing educators worked with new instructors in assisting them with curriculum development and competency-based education and provided them with information and services which area available from the consortium. This year a consultant from Iowa was elected to serve as a Trustee on the National Board of Directors of MarkED.

This year, a team of individuals from the state participated in the Tech Prep Conference which was sponsored by MarkED and nine individuals from Iowa participated in the Conclave which was also sponsored by MarkED. Iowa will be using the newly developed Tech Prep Guides for program development during the next year.

Iowa was one of a limited number of states which participated with MarkED on the development of instructional materials designed to assist instructors teach about equity issues within the classroom setting.

Other vocational instructors are also using the competency-based materials in the common competency and foundation areas such as human relations, economic understanding, communications, equity, and leadership development.

5. Curriculum Assistance

The purpose of the project was to revise currently approved curriculum handbooks and evaluation instruments. The materials which were revised were the Emergency Rescue Technician Curriculum, the Nurse Aide Curriculum, and the Nurse Aide Test. State advisory committees (one for each project) provided input during the revision process. These committees consisted of persons who are involved in employing completers of these programs, state agencies that regulate these programs, and educators. The revised materials were disseminated and community colleges, secondary schools, and nursing home facilities were provided with materials as needed.

Some of the benefits of the project are:

- There were no current materials for emergency rescue technician. Now the community colleges can provide the training through modular offerings.
- Students using the revised Nurse Aid Curriculum are now updated on several new technologies--revised Heimlich Maneuver, revised nutritional data, new information on use of transfer belts.
- Employers are more confident about the competencies of completers, especially since a competency list accompanies completers to the employment.
- Other state agencies who have final control on programs can be assured students are receiving the information required by national mandates.

6. Curriculum Technical Assistance

The purpose of the project was to provide curriculum assistance to health occupations programs in community colleges (preparatory and adult and continuing education) and secondary programs.

Health occupations education staff at the University of Iowa, by means of a contract with the Department of Education, provided curriculum assistance to the schools of Iowa.

The following are some of the benefits of the project:

- An increase in the number of secondary health occupations programs.
- An increase in the number of shared allied health programs. Now 13 of the 15 community colleges in Iowa have some type of shared agreement.
- A five percent growth in the Health Occupations Student Organization membership.
- An increase in enrollments in health occupations education.
- The number of nontraditional students that are being prepared in health occupations.
- The 13 state short-term preparatory curricula that have been developed are available for use in all secondary and postsecondary programs.
- The project consultants' involvement in developing and implementing the Iowa Tech Prep Model.

- The continued development and revision of the nurse aide competency test that is administered for the entire state to document that completers are prepared to provide minimally safe care. In 1993-94, over 4500 written and skilled tests were administered.

7. Revalidate Workplace Competencies

A technical committee composed of eight persons revalidated minimum competencies for job getting/job keeping, leadership, and entrepreneurship. The purpose was to assist the Department of Education in the process of revalidating workplace competencies for all Iowa vocational education programs as required by Iowa Administrative Code §281-46.7(1). These competencies will be necessary for all occupational programs in fiscal year 1996.

E. Equipment

1. Funding

In fiscal year 1994, secondary schools and community colleges were reimbursed with federal dollars for equipment purchased for use in vocational education programs. Table 16 provides a summary of the number of agencies, number of vocational programs, and reimbursement by education agency classification.

Table 16
Number of Agencies and Vocational Education Programs, and Reimbursement Amount of Federal Dollars Related to Equipment Purchase by Education Agency Classification

Education Agency Classification	Number of Agencies	Number of Vocational Education Programs	Reimbursement Amount of Federal Dollars
Secondary School Districts	185	311	$2,187,077
Community Colleges	9	83	$224,205
TOTALS	194	394	$2,411,282

2. Equipment Purchased

Items most frequently purchased for both secondary school district and community college vocational education programs were computers and related equipment.

3. Outcomes of Equipment Purchases

Some comments made in regard to benefits of acquiring equipment were:

- "New Invertor and Square Wave technology welding equipment has been purchased at ... High School. The use of this new high technology equipment during the first year has produced an increase in the overall competency completion in three major course areas - arc, MIG, and TIG welding. Nothing spreads faster among students than the word of something new that works. Classes for the 94/95 school year were full as of June 1, 1994."

- "Purchase and use of CHOICES. This software enables students to study career preparation, educational programs in various institutions, job qualifications, work conditions, and employment trends in various occupations."

  "Students have used CHOICES and discussed related questions with counselors and special-education resource room teachers. The counselors have noted a definite increase in such counseling sessions. The teachers have learned more about opportunities. The program now has a component which, with annual updates, makes available current career and training opportunities."

- "A major use of the Carl Perkins funds was to meet the needs of students needing supplemental services. Equipment and software was purchased for developmental studies."

  "Students having difficulty in their classes are now able to use the new computers to upgrade their skills. In particular, a blind student was able to have the special equipment needed to complete his work assignments."

- "Equipment purchases enhance image and attractiveness to underserved populations. Vocational programs must simulate real work experience in order to gain and/or keep its credibility. Real work experiences include 'State of the Art' equipment and this equipment is a major component of the .... Public School's attempt to attract underrepresented populations. This 'State of the Art' image will not only serve our curricular objectives but also enhance our enrollment demographics."

- "Purchased shared CHOICES license and materials for $560.59. Purchased equipment totaling $7226.47 for 2 computers systems, a printer, page scanner, CD Rom kit, an Apple CD 300 with cables, and one Simulated Color Appollo Presentation Panel for students access. Used $329.80 for equipment training. Used $521.25 for an Omni Page Reader from instructional supplies."

"New computers provided more work stations for students. The equipment helped students, the teacher and program become more responsive to labor market, current and merging work force needs, and postsecondary training requirements. Some of the sp. needs students had trouble with lessons so the scanner and Projection unit (Appollo Panel) were purchased. Now some of the text material can be put into computers for student use. The projection unit is a teaching tool which benefited sp. pop. students. The teacher now has the projection unit to visually show work to students as they progress through their units. The Omni Page Reader is helping sp. needs students."

- "Purchase of 5 computers, mastercam software, and accessories as part of a continuing program to upgrade equipment to satisfy technology recommendations of industry."

  "Students will be able to obtain and instructors will be able to teach competencies that industry has told us students need in manufacturing."

- "**Activity:**
  a) Addition of MS/DOS platform
  b) Addition of CNC processes
  c) Addition of plasma cutter
  d) Addition of MIG welder
  e) Addition of Brake Lathe
  f) Continuation of CHOICES"

  "**Impact (Benefits to students, teachers, and program):**
  83 manufacturing students trained in MS/DOS and CNC processes;
  125 students participated in CHOICES;
  Too early for impact statements for other activities."

F. Research

The Carl D. Perkins Vocational and Applied Technology Education Act requires that a statewide needs assessment be conducted as a base from which to establish state vocational education goals and initiatives to be included in the Perkins Plan. In the fall of 1993, the state Department of Education received permission from the Office of Vocational and Adult Education, U.S. Department of Education, to verify the results of a previous assessment (Iowa Needs Assessment for Vocational Education -- Supplemental, June 1992) as a basis for establishing state goals and specific initiatives in the State Plan to be submitted for fiscal years 1995 and 1996 since the original assessment had been conducted so recently.

The Iowa Department of Education contracted with the Planning, Policy, and Leadership Studies Division at the University of Iowa to cooperate in the instrument modification, data collection, and analysis. It was decided to modify the existing instrument rather than develop an additional one. Respondents were asked to rate each of 12 criteria which were included in the original instrument. The indicators for

each of the criteria in the original instrument were provided but were not individually ranked as was the case in 1992. Community college presidents and high school principals were selected as respondents. Each administrative group was encouraged to solicit input from teachers as necessary. Use of the administrative group provided additional perceptions relative to the criteria as well as an administrative perspective as to the overall needs of vocational education programs. Data included responses from 294 high school principals for a response rate of 69 percent. Responses also were received from 13 of the 15 community college presidents for a response rate of 87 percent.

The initial instrument solicited teachers' perceptions as to the effectiveness of their programs in meeting each of the criteria and indicators. The analysis weighted the data using the number of programs and indicators to achieve a final ranking. In the 1993 verification survey, administrators were asked to offer their perceptions as to the vocational education programs at their institution(s). Additional weighting was not used. Therefore, the ranking is based on the mean of responding secondary school and community college administrators.

A ranking comparison was made of secondary programs based on data collected in January 1992 and December 1993. The same was done for community colleges. This ranking comparison provided the basis for the establishment of goals to be included in the State Plan for fiscal years 1995 and 1996.

VIII. COMMUNITY-BASED ORGANIZATIONS (CBOs)

A. Number of Students Served by CBOs

The number of students served by CBOs is shown in Table 17. It is to be noted that more than ½ of the students are female.

B. Number of CBOs Participating With Eligible Recipients Designated by Rural and Urban Areas

As shown in Table 18, of the 15 CBOs which participated during fiscal year 1994, 13 are urban.

Table 17
Number of Students Served by CBOs

Name of Project	Grant Recipient	Number of Students	
		Male	Female
Youth Literacy Project	Des Moines Independent CSD	6	24
Program Assistance/Student Success (P.A.S.S.)	Vinton-Shellsburg CSD	33	28
Homes of Oakridge Employability Project	Des Moines Independent CSD	6	13
MAC/PAR - OJT	Maquoketa CSD	4	9
Change Is An Inside Job	Mississippi Bend AEA	21	32
Tech Prep	Monticello CSD	15	5
Student Utilization of Career Counseling Enhancement for Self-Sufficiency	Waterloo CSD	19	23
	TOTALS	**104**	**134**
	TOTAL STUDENTS SERVED BY CBO -	**238**	

Table 18
Number of CBOs Participating with Eligible Recipients Designated by Rural and Urban Areas

Name of Grant Recipient	Name of CBO Providing Services to Project	Rural CBO	Urban CBO
Des Moines	YWCA of Greater Des Moines		X
	Central Iowa Employment & Training Consortium		X
Vinton/Shellsburg	Hawkeye Area Community Action Program		X
	East Central Iowa Employment & Training Consortium		X
Des Moines	Iowa Comprehensive Human Services		X
	Homes of Oakridge		X
	Central Iowa Employment & Training Consortium		X
Maquoketa	Maquoketa Economic Development Commission	X	
	JTPA Service Delivery Area IX		X
Mississippi Bend AEA	Quad City Area Labor Management Council		X
	JTPA Service Delivery Area IX		X
Monticello	Four Oaks John McDonald Residential Treatment Center	X	
	East Central Iowa Employment & Training Center		X
Waterloo	Operation Threshold		X
	Area VII Job Training		X

C. Summaries of CBO Programs, Services, and Activities

Title III - Special Programs funds have been quite successful in "bridging the gap" between local education agencies and community-based organizations. In Iowa, JTPA Administrative Entities have provided their support to assisting local education agencies and CBOs in identifying severely economically and educational disadvantaged youth needing training and supportive services. Projects initiated in response to a request for proposal have leveraged other financial resources, created partnerships among agencies that had not worked together in serving at-risk populations and most important, caused reductions in dropout rates from Iowa schools.

Following are summaries of each CBO project identified in the Table 17 in Section VIII - A.

1. Youth Literacy Project

In collaboration with the Des Moines Public Schools and the YWCA of Greater Des Moines, the Des Moines Register Learning Center used CBO funds to enable eligible 16-21 year old at-risk youth to receive literacy and basic skills/GED training. In addition, the participants were provided family development, job counseling, and placement services. Transportation to and from the Des Moines Register Learning Center, child care, and housing (if needed) were also provided to the participants. The Des Moines Public Schools provided staff support to the project and monitored the project to assure that it is serving the needs of severely economically and educationally disadvantaged individuals.

2. Program Assistance/Student Success (P.A.S.S.)

The PASS program was a cooperative effort involving Vinton/Shellsburg Community School District, Hawkeye Area Community Action Agency, and East Central Iowa Employment and Training Consortium. The project was initiated to assist at-risk youth enrolled in Washington High School. Goal of the project was to prevent and/or reduce the number of dropouts from high school, develop partnerships with CBOs to develop programs to motivate students, to develop alternative academic programs to deal with educational concerns, and to develop activities which would create an environment in which at-risk students can learn. Community based organization provided a multitude of services for the students during the year. Benton County Mental Health provided a student and family assessment. The Hawkeye Area Community Action Program assisted school staff in establishing work sites for the students.

3. Homes of Oakridge Employability Project

This employability project was initiated through the collaborative efforts of Homes of Oakridge, Iowa Comprehensive Human Services, and Des Moines Independent Community School District. The project was designed to complement the Family Support Center for the Homes of Oakridge in order to provide supplemental and enhanced vocational education services for at-risk youth residing in the Homes of Oakridge complex. Goal of the project was to motivate youth to stay in school or return to school, to link educational instruction to the workplace, and to provide career exploration and employment opportunities for youth. Iowa Comprehensive Human Services employed an employment specialist to work with the Family Support Center at Homes of Oakridge.

4. Maquoketa Alternative Classroom/Prevention and Retention Project

Carl Perkins CBO funds were used to allow the school district to expand into the retail area Work Related Experience/Limited Internship worksites while pursing other worksites in Maquoketa industrial park. At-risk youth enrolled in the Maquoketa Alternative School were provided remediation of basic skills, behavior modification, development of self-esteem, career exploration, and a Parents Activity Club involvement to broaden each students' support base. The Maquoketa Economic Development Commission coordinated and served as a liaison between the school and worksites with local industries. The JTPA Administrative Entity assisted the school in identifying eligible severely and educational disadvantaged students and provided pre-employment training for the 13 students served by the project.

5. Change Is An Inside Job

The Quad City Area Labor Management Council (QCALM) and Mississippi Bend Area Education Agency initiated a collaborative effort involving seven rural school districts in providing a 16 hour "Change Is an Inside Job" personal growth and goal setting workshop for at-risk youth. The program conducted by QCALM was designed to help participants break through self-imposed barriers that prevent them from reaching their full potential. Emphasis was placed on meeting the changing demands and challenges of today's workplace. In addition, students from the seven rural school districts made visits to five potential employers. Visits were made to John Deere, Harvester Works, Oscar Mayer, Rock Island Arsenal, Iowa Machine Shed, and Bawden Printing Company. Students toured each facility, visited with employers, discussed hiring procedures, reviewed education needs to secure employment and became aware of employment opportunities.

6. Tech Prep

The Tech Prep class funded by Carl Perkins money included four academic areas. These disciplines were math, science, communications, and technology. Several students form the Community-Based Organization of Four Oaks attended the early bird class from 7:00 - 8:00 a.m. The class consisted of 24 students for 90 hours of instruction, including nine females and 15 male students. Field experiences were provided to several industries including John Deere tractor works, and Lewis Systems. A career day was also conducted stressing nontraditional jobs as well as gender equity. Some community organizations provided students field experiences. Some resource persons provided information related to work experience and entrepreneurship.

7. Student Utilization of Career Counseling Enhancement for Self-Sufficiency (Project S.U.C.C.E.S.S.)

Project S.U.C.C.E.S.S. is a cooperative effort between Expo High School, Operation Threshold, Area VII Job Training, and area businesses to assist high-risk 16-21 year old Expo students in becoming self-sufficient. Project participants completed "CHOICES for Career Transition" as well as job shadowing experience relevant to their career interests. Area VII Job Training completed pre-employment training in two separate two-day sessions. The Operation Threshold Family Development Specialist completed a needs assessment with the students and made appropriate agency referrals for needs such as housing, jobs, food, medical care, and counseling. Several referrals were also made to colleges and training sites. Case plans were created with students to break down short- and long-term goals into manageable steps. A budget packet was also completed with participants who had income.

D. Results/Outcomes of CBO Projects

1. Youth Literacy Projects - Des Moines

- Enroll in PALS two at-risk youth during the 12 months of the project. (Fifty [50] individuals will be served from other grants.)

  Outcome to date: three at-risk youth have been enrolled; 55 have been served through other grants.

- Successfully transition 10 percent of PALS graduates into the ABE Program.

  Outcome to date: one transitioned to ABE, two additional expected next month.

- Enroll in Adult Basic Education eight at-risk youth during the 12 months of the project. (Twenty-five [25] individuals will be served from other grants.)

  Outcome to date: five at-risk youth have been enrolled; 29 have been served through other grants.

- Successfully transition 25 percent of ABE graduates into GED program and 10 percent to the Job Training Center.

  Outcome to date: seven percent of ABE graduates have continued on to the GED programs; 38 percent have enrolled in the Job Training Center.

- Enroll in GED 15 at-risk youth during the 12 months of the project. (Sixty [60] individuals will be served from other grants.)

  Outcome to date: 19 at-risk youth have been enrolled, eight have received their GED; 51 have been served through other grants.

- Successfully transition 25 percent of GED graduates into the YWCA/IBM Job Training Center.

  Outcome to date: 25 percent of GED graduates have enrolled in the Job Training Center.

- Place five percent of GED graduates into jobs with wage and benefit structures sufficient to be self-supporting.

  Outcome to date: 25 percent of GED graduates are employed and self-supporting.

- Identify measurable improvement in the employment situation (through promotion, advancement, or increased compensation) of three percent of GED participants placed in permanent jobs after one year of employment.

  Outcome to date: 11 percent of GED have achieved improvement in their employment situation.

- Successfully transition 10 percent of GED graduates into academic, vocational, or technical postsecondary education.

  Outcome to date: 29 percent of GED graduates have gone on to higher education.

2. P.A.S.S. - Vinton/Shellsburg

   - Twenty-three (23) students received alternative credits through our summer program to get them on track for graduation, or to receive credit for a failed required subject.

   - Twelve (12) students received OJT credits through our work study programs.

   - We provided alternative grading practices and vocational assessment where appropriate for at-risk students.

   Most of our career objectives were realized but more work needs to be done to instil the values of dependable, productive work among our at-risk students. Five of 17 students were not successful because of high absenteeism, lack of effort, and lack of responsibility to achieve personal goals.

The program served five returning drop-outs (three succeeded, two dropped out), three teenage pregnancies (one student a parent, two were pregnant), 17 OJT work study students, 23 summer school students (each summer school student received 67 seat hours of instruction in math or Language Arts for credit), 12 students who needed financial assistance for mental and/or substance abuse assessment. There were numerous other students served in a lesser traditional capacity also. There was a total of 39 alternative credits earned through the program.

Our evaluation team identified 90 percent of OJT students who had developed a career plan for post high school training, employment, etc. Eighty (80) percent of program students were able to identify community service available to them, and many had established contact with various community organizations. Ninety-five (95) percent of OJT students established a personal resume', a career interest, wrote cover letters, held job interview's, etc.

Another major impact has been on the improved absenteeism among our students who are at-risk of dropping out. The opportunities to do work study and other alternative programs have helped students with a high rate of absenteeism. Examples: During the 1992-93 school year, we had four at-risk students who missed 50 or more days of school. During the 1993-94 school year, three of these students missed six or less days of school; one student dropped out of school.

3. Homes of Oakridge - Des Moines

   a. *Recruitment*

      Objective: Enroll 16 youth ages 16 through 21 in the Homes of Oakridge Employability Project (HOEP).

      Outcome: HOEP has enrolled 19 youth.

   b. *Assessment*

      Objective: Conduct interactive informal and formal aptitude, personality, and interest assessment of at least 16 youth ages 16 through 21.

      Outcome: All 19 youth participated in either informal or formal assessment with the Employability Specialist. Due to the various needs of the youth, the assessments varied.

c. Employability Skills Development

Objective: Engage at least 16 of the enrolled youth in employability skills development, career exploration, job shadowing, and mentoring in keeping with self-sufficiency plans. Seventy (70) percent of the youth will meet the goals related to employability skills development established in their self-sufficiency plans.

Outcome: Nineteen (19) youth were involved in employability skills development and career exploration. These activities included job application and interviewing tips out of the "I'll Take Charge" book series printed by Minnesota Extension Services. No youth participated in job shadowing or mentoring.

d. Employment

Objective: Place at least 50 percent (8) of the project participants in employment or job shadowing; 60 percent of the eight (5) will maintain employment or job shadowing for a minimum of 10 weeks.

Outcome: Seven youth were placed in employment through the Homes of Oakridge Employability Project and seven participants were in subsidized and unsubsidized jobs. Five youth maintained employment for a minimum of 10 weeks.

4. Maquoketa Alternative Classroom - Maquoketa

Working under the goals and objectives set-forth under the JTPA 8% CBO Grant, Carl Perkins-CBO Grant, and MSCS, the Maquoketa Alternative Classroom/Prevention and Retention-On-the-Job Training programs commenced activities on July 1, 1993, and culminated June 30, 1994. A breakdown of enrollment for each component is as follows with MAC serving a total of 37 area students during FY 94.

MAC: Fall: 30
Withdrawals:
Out of district: 3
To GED: 1
Rehabilitation: 1
Attendance Policy: 1
Semester Grads: 3
Total Semester Graduates: 12

Spring: 29
Transferred from PAR: 2
Returning Dropout: 2
Withdrawals:
Trouble with law - 1
Out of District - 1
Semester Grads - 8
Total MAC Graduates: 1993-94 - 180

Summer: 18 (MAC 9; PAR 9) Summer Grads: 1

Par served a total of 35 area students. Eleven (11) students were served under the Attendance Policy and 24 were voluntary participants.

PAR:

Fall: 27	Spring: 25	Summer: 20
Voluntary - 20	Voluntary - 21	PAR - 11
Involuntary - 7	Involuntary - 4	

PAR graduates: 2 Total PAR Graduates 1990-94: 10

(PAR graduates are those students who are in PAR the entire academic year prior to graduation. Many students who have participated in the program have already completed high school but are not included in the above statistics.)

During the course of the past school year, we served one married, male teen parent and nine mothers. ... AEA Social Worker, through a Phase III, developed and implemented a Teen Parent Support Group that dealt with such issues as pre- and post-natal care, labor and delivery, developmental issues, and many other concerns. Ms. ... brought in outside resource experts assisting these youth in acquiring the necessary skills to become effective parents. Only two teen parents graduated; therefore, we will have eight returning teen parents next fall.

5. Change Is An Inside Job - Davenport

The student completed surveys indicated that:

- Increased Personal Motivation -- Participants felt greater self-worth and a renewed sense of personal motivation.

- Beneficial Goal Setting Sessions -- Students gave the program an 87 percent approval rating and expressed that the goal setting portion was extremely beneficial.

- Increased Interest in School Completion -- There was an increased interest in completing high school, postsecondary education, and diversity in career options.

Summary: The "Change Is an Inside Job" grant provided the following:

- Training for the 53 students and seven school counselors that participated.
- Collaborative effort between five urban members of business and industry with seven rural school systems.
- Need for schools to have and plan for career fairs for the students not planning on attending four-year colleges.
- Ongoing planning of services: Schools are planning to build upon this program next year by developing job shadowing, involving business and industry in the teaching of courses, and implementing Tech Prep curriculums within their school districts.

6. Tech Prep - Monticello

The Tech Prep class was conducted using the problem solving entrepreneurship format. Two companies were set-up, THE MONTE PAPER CO. and The Cookie Factory. Math, science, technology, communications, career exploration, and field experiences were integrated into the curriculum. Resource speakers who have started their own business were brought in to discuss entrepreneur activities. A student portfolio was kept of all activities and students wrote daily log entries related to their accomplishments. Examples of activities were:

- Communications: Writing, speaking, group work, brain storming for ideas. Computer word processing, spreadsheets, job applications, and marketing.

- Math: Product costs, bread even charts, sales of products, use of calculators, decimals, and the metric system.

- Science: Materials science (polymers), nutrition, synthetic materials, natural resources, and pre- and post-test results.

Test Results:	test 1 pre-test 72.9%	post-test 90.90%
Science	test 2 pre-test 15.4%	post-test 87.63%
	test 4 pre-test 49.6%	post-test 73.50%
	Average pre-test 46.0%	post-test 84.7%

- Technology: Set-up manufacture of a product, use of tools, safety, systems technology, CAD to name a few.

- Test Results: Technology/math pre-test - 62.2%; post-test - 91.5% correct.

Students demonstrated significant improvement from pre-test compared to post-test performance. Numerous activities were completed in communications, such as a daily log, application forms, work processing, and student flyers. Student literacy as shown by layout of flyers and work processing activities clearly improved during the project.

7. Project S.U.C.C.E.S.S. - Waterloo

- Nine of the 41 graduating Expo seniors were Project S.U.C.C.E.S.S. participants. Of these seniors, three have applied to enter Hawkeye Community College, one has applied to Upper Iowa University, one is going into the Armed Forces, one is planning to apply for training in the K-9 Unit of the Sheriff's Department, one is currently employed full-time and self-sufficient, one is planning to work in industry, and one has been transferred over to the FaDSS Program at Operation Threshold for further career exploration.

- Of the 42 students who participated in Project S.U.C.C.E.S.S. this year, 35 completed 100 percent of the program, six were dropped from school due to absences after completing over 50 percent, and only one was dropped from school due to absences after completing less than 50 percent of the program.

- Forty (40) percent of the Project S.U.C.C.E.S.S. participants were employed this year, 11 students were registered with Job Service, and 11 interviewed with JTPA for Summer Youth Employment Program.

- Each student was able to complete at least one job shadowing experience in their field of interest. Students who were not able to narrow their career interests to one area were exposed to many different experiences. Thirty-one (31) job shadowing sites were utilized this year.

- Goal plans were created with 39 of the 42 participants. The plans are used to break down short- and long-term goals into more manageable steps.

- Thirty-three (33) students completed "CHOICES for Career Transitions." CHOICES is a computerized career assessment geared toward helping students make realistic career goals. The remaining nine participants were not yet focused enough for the program to provide much value, and will be offered the opportunity when more appropriate.

- An Employment Training Specialist from Area VII Job Training completed pre-employment training with 28 students. Activities included learning how to properly fill out a job application, who to use for references, interviewing skills and attire, and how to keep a job.

- Twenty-three (23) project participants were referred to the Talent Search Program through the Educational Opportunity Center. The program provides assistance in applying to colleges and training sites and also works with financial aid options.

- Three field trips were taken to colleges and training sites involving 28 students. The sites utilized included Hawkeye Community College and Hawkeye Success Center. Each visit included an informational meeting on the services available at the facility, followed by a tour of the department(s) of choice.

- Twelve (12) students were involved in budget counseling this year. The sessions involved drawing up a workable budget by adding up all monthly bills, comparing to monthly income, and making necessary adjustments. Other topics covered were checking and savings accounts, credit cards, interest rates, automatic teller machines, and direct deposits.

- Student advocacy and crisis work played a vital role in keeping students in school. The Family Development Specialist secured safe housing for seven students who were deemed as homeless throughout the year, as well as finding alternative living arrangements for two abuse victims. The Family Development Specialist also attended Juvenile Court with two students and submitted letters of reference on their behalf. Staying on top of personal issues helped to intervene when students were in danger of being dropped from school. Tying in with different classes helped to gain exposure to a greater number of students as well as staff members.

IX. Consumer and Homemaking Education

A. Programs and Support Services of Depressed Areas

During fiscal year 1994, consumer and homemaking one-third funds were provided to secondary school districts and community colleges to contribute to the support of programs and support services for secondary students and adults. The funds were distributed at the two levels in equal amounts through the request for proposal process.

1. Secondary Student Programs and Support Services

Twenty-five (25) secondary school districts provided instruction in consumer and homemaking programs.

a. Activities Provided

- Implement program improvements by using computer assisted instruction.
- Develop and improve teaching aids and instructional materials used in family and consumer science.
- Develop innovative projects as determined by local needs relative to school and community.
- Implement instructional components into the family and consumer sciences program that enable students with special needs to succeed.
- Update the family and consumer sciences program to improve responses to individual and family crises with emphasis on family violence and child abuse instruction.
- Implement the family and consumer sciences leadership competencies related to the Future Homemakers of America purposes as an integral part of the program.
- Develop and implement a family and consumer sciences program to prevent adolescent pregnancy and to assist teenage parents.

b. Outcomes Pertaining to Secondary Programs, Services, and Activities (Secondary EDA)

- "Although our time to begin utilizing this new equipment has been very small the outcomes I'm seeing are positive. The equipment is easy to operate so students have successes more attainable. This fosters pride and self-worth. The equipment makes possible hands on learning that can in part be self-directed and this is motivating."

- "Since I have already addressed the positive side for the program concerning equipment I will address instructional materials in this section. I've used "YOUR FIRST APARTMENT" software in the Independent Living class. This contained a lively colorful and attractive format which teaches basics and is easy enough for special needs students to use on their own. This software nicely complements an existing program on HOUSE HUNTING that was previously purchased for the department."

- "The integration of leadership competencies reinforced our building and district goals. Respect developed through cooperative learning and writing across the curriculum are two of the target goals in our building's school improvement plan. Both of these target goals were reached through the student projects."

- "With more educational materials on various aspects of relationships and more modern equipment to use in our program, we are seeing more students of both genders enrolling in the Family and Consumer Sciences program."

- "The Macintosh computer system exposed more students to computer technology and also helped to reinforce their keyboarding skills. Since disadvantaged families are less likely to have computers in their homes, students benefited greatly from the computer system and software. The scanner, still video camera, and digitizing unit, and camcorder were used by students to develop presentations related to a topic in the class."

- "As recommended by the Advisory Committee, the purchase of the cooking equipment best served the needs of the majority of students enrolled in the department. It also provided an excellent opportunity for the 7 students enrolled in the Advanced Foods course to experiment with state-of-the art equipment. The articulation agreement was completed with DMACC, which allowed students in the advanced course the opportunity to receive 6 hours of college credit."

- "We were able to address all of our original priorities. A) Implement an assessment system for measuring competency based instruction into the consumer and homemaking program. We are working on putting all students on a program to document their competency achievements. B) Integrate entrepreneurship competencies and activities throughout the consumer and homemaking education program. Our new Core program will directly integrate entrepreneurial competencies into the video editing/home economics classroom. C) Implement the leadership competencies and activities of Iowa Association of Future Homemakers of America throughout the consumer and homemaking program."

2. Adult Programs and Support Services

Ten community colleges provided instruction in consumer and homemaking programs in economically depressed areas.

a. Examples of Activities Provided

- "Reached female minority populations in ... by co-sponsoring a special workshop for 29 black women with Displaced Homemaker and Single Parent Programs."

- "... worked with Parent Share and Support to offer programming that *strengthened* parenting skills by financially co-sponsoring the program Parents as Teachers, an early-learning program for parents with children birth to age 3 ..."

- "... donated curriculum development money for an Industrial Sewing course ... to fulfill a long-range goal of finding employment for members *of the at-risk, low-income populations that could include the homeless.*"

- "We offered 19 classes that addressed skills such as how to improve communication in families; how parents can talk with their child about sexuality issues; how to parent the defiant child; how to raise capable people; how to improve nutrition for children; what the impact of television is on children and how to minimize that impact; how to improve conflict resolution skills; what the mental, emotional, and physical development characteristics are for each stage of the child's development and what parents can do to optimize development for each stage; what are alternative discipline techniques and strategies and how to use them effectively; how to help the children succeed in school as well as the need for parental involvement in the educational process; and balancing work and family issues."

- "A conflict management seminar for youth and their parents was held with sessions for youth only, parents only, and a session for youth and parents together."

- "... *assistance to the aged* consists of monthly consumer lessons to attendees of 41 Congregate Meal Sites ... The names of the monthly consumer lessons ... presented from March, 1994 through September, 1994 are:

  Cataracts
  Food-As-Drugs
  Plants Against Cancer
  Support Groups
  Touch
  Alzheimer's
  Taste Buds Restrained."

b. Outcomes Pertaining to Adult Programs, Services, and Activities

- The following pertains to the special workshop described in the first of the examples referred to in section 2a. above:

  "In the words of one participant, 'the workshop offered encouragement to women of color to continue the struggle toward equality. There were examples of women of who had been able to realize some of their goals and dreams of getting a good education and good jobs. The workshop also provided information in the areas of communication, self-esteem and learning styles. Making steps toward healing was covered and seemed to be rather thought provoking. Overall, the workshop was very enlightening, encouraging, uplifting and fun. It was nice to be in a room with 'sisters' and to receive the warm vibes from all that were present. I am encouraged to do more with my sisters and to work on bridging the gap between women of color and non-women of color.'"

- "Parents responded positively to the classes offered. Evaluations showed that they came to the classes for a variety of reasons--everything from new parenting anxiety, to terrible-twos exhaustion, to early school age uncertainties about education and socialization, to frustrations of parenting middle schoolers and teens. They hoped to gain skills in discipline, stress management, communication, nutrition, conflict-resolution, as well as knowledge about sexuality issues, the impact of television and other media on their kids, and the mental, emotional and physical development of their children. The most often offered suggestion for changes that the parents wanted to see made in the classes was that there be more of the classes as well as more time for discussion."

- "The coordinator with 21 years working with this type of grant, feels it is one if not the most successful and meaningful grant this area has ever been involved. Reasons: one - those wanting the assistance didn't have time to decide when, it was <u>now</u>; two - personal contract by the project developer proved to be very impressive; three - if not
  the most importance, parents and child caregivers are finally deciding if they don't need help now, they may later, to be a 'better and understanding' parent. They really are thinking of prevention instead of just solving the minor problem today."

As reported by one community college:

- "There were 415 residents in economically depressed areas served with adult consumer and homemaking programs, 349 females and 66 males.; 276 unemployed females and 41 unemployed males were served with adult programs. It is undetermined if any homeless were served by adult and consumer homemaking programs."

- "Our delivery system for family and consumer sciences depressed area grant programs is unique in that few of our educational classes are delivered on our college campuses. Many are delivered at facilities out in very small towns located within our ... Community College service area which includes 4,991 square miles in light very rural counties (with the exception of ...) ... Number of residents in economically depressed areas served with adult family and consumer science programs: 3,525 females; 1,440 males."

B. Non-Depressed Areas Program and Support Services

During fiscal year 1994, consumer and homemaking two-thirds funds were provided to secondary school districts and community colleges to contribute to the support of programs and support services for secondary students and adults.

1. Secondary Schools -- Program and Support Services

Secondary school districts provided instruction in consumer and homemaking programs.

a. Program Activities Provided

Listed below are some examples of how secondary instructors provided for the following content areas:

- Conserving Limited Resources
  - Plan meals within budget guidelines.
  - Study of energy conservation choices.
  - Using commodity products in food preparation and planning.
  - Recycling old clothes.
  - Making your own baby food.

- Improving Resources to Individual and Family Crisis
  - Identifying community agencies and resources.

- Impact on New Technology
  - Computer assisted blueprint and fashion design.
  - Computer analysis of diet.
  - Interactive laser disc program on money management.
  - Work Processing to design nutrition news articles.

- Managing Home and Employment Responsibilities
  - Panels discuss job responsibilities and how it relates to family life.
  - Time management in food preparation.
  - Home business owners relate how to set up a home business.

- Strengthening Parenting
  - Two courses are offered in child development and parenting.

- Assist Aged and Handicapped
  - Students "adopt" a long-term care facility, meet residents, create projects and cards for them.

- Improving Nutrition
  - Analyze personal nutrition and develop personal nutrition diet plans.
  - Prepare new articles.

b. Success Stories

- Integrated Programs: Word processing and nutrition integration "significantly impacted my students for they created high quality computer printouts containing quality nutritional information."

  A project integrating competencies from Health Lifestyles, Child Development and Career Concepts resulted in 38 of 43 students passing all components of CPR test receiving an American Heart Association CPR Card.

- Technology Applications: Interior Design class gains experience using computer aided design program to draw floor plans and blueprints. Exploring careers in design was opted by several students.

- Parent Training Class: Students cared for 19 pre-school children while learning how to make decisions, discipline children, plan age appropriate activities, and organize their time.

- Entrepreneurship: Independent Hiring II class held fundraiser for an entrepreneurship unit. After brainstorming, they checked and set prices, advertised, prepared, sold, cleaned up, figured income, percent profit ratio, and had a small party with profit.

  Carl Perkins Program Assessment form stimulates Family & Consumer Sciences teachers to provide real-life applications to curriculum resulting in $1000 profit from class created business, redecorated classroom by Housing and Interiors class, and hosting a five-day 3-4 year-old playschool. "Student outcomes were overwhelming."

- At-Risk Student Outcomes: "Negative students," several not being able to look at other classmates and not interacting, improve attitude, work ethics, and behavior through hands-on class projects and group activities with leadership options.

- Articulation: Hospitality Careers articulation with a community college allowed a student to take two high school nutrition classes, including job shadowing, within a school food service. The job shadowing prompted the student to volunteer every morning from 6:30 - 8:30 a.m. to serve breakfast and prepare lunch. His excellent performance resulted in being offered a job with pay as a work-study student which provides a strong background in workplace readiness training.

- Meeting Special Needs: "I worked all year with a sophomore boy who functions on a third grade level. He was very successful in working with all other class members, preparing food, construction garments, etc."

- Nontraditional Careers: "One of my big football 'jocks' in Child Development class has decided to be a teacher based on how enjoyable his pre-school teaching labs were. He's very excited because he has found something he is truly talented at."

- ICN Experience: "Fashion Merchandising course uses ICN classroom to educate ICN users on clothing that was 'good' and 'bad' to wear on fiber optics. They worked with businesses to choose clothing to test, wrote scripts, and learned very latest in technology. Their video was requested by the area education agency ICN chair for use at teacher workshops. Other outcomes were learning to work together and with the community, organizing an event, and using technology to produce a quality product."

- Workplace Readiness Program Outcomes: Student quotes, "It has helped me be more accepting of the people I work with." "I feel I'm a better team player." "I view problems differently after the Workplace Readiness Program."

- Outcomes of Graduated Student: Teacher quote, "At a graduation reception this Spring, I visited with a former student who is working in a local restaurant. Dee Dee was a student in my foods and culinary arts classes. She told me about all the skills, recipes, and information she was using as a part of her employment. She also mentioned that, because of these classes, she recognized how hard the work was, but how much she was enjoying it. Dee Dee married a young man from our community. She will probably never leave this home town, even though she has the potential. Because of her experiences in home economics, she was able to find a satisfying job and succeed at it."

2. Adolescence Parenting Program and Support Services

Eleven (11) secondary school districts provided programming for pregnant and parenting teens (male and female) in grades 7-12. Two thousand dollars of federal funds were provided for curriculum, updating, and instructional aids. Collaboration occurs with the Title II-B Single Parent, Displaced Homemakers, and Pregnant Single Women Program request for proposal. This occurs by listing the consumer and homemaking program for teen parents as a priority to ensure the delivery of comprehensive services for pregnant and parenting teens. The intent to combine the use of these funds is to assist this population to overcome educational and economic barriers to complete educational goals and become economically self-sufficient.

- Students Served during fiscal year 1994 totals 384 teen parents: 369 females and 15 males.

- Areas of Instruction: Positive Self, Pregnancy, Parenting, and Economic Independence.

- Annual Report (GRANDS): Numerous information is collected including 5584 teacher contracts with student and other vital support groups, teen parents, financial assistance data, pregnancy status, prenatal care data, number of pregnancies per student, marital status, disabilities and IEPs, ethnic data, plus enrollment numbers.

- GRADS Student Survey Responses:

  - What do you hope to get from this class?
    The majority of students had positive remarks affirming the need of information, liking to be with other teen moms, some had negative remarks saying they simply chose the class because it fit into their schedule or because "my girlfriend wanted me to take it."

  - Was this class helpful to you? If so, how?

    Students were interested in: parenting, pregnancy, baby care, child development, how to discipline children, health care, how to be a better parent, CPR, prenatal nutrition, how to get prenatal and child medical care, relationships, breast feeding, how to choose a pediatrician, information on special medical conditions, and how to make friends.

    Students wanted to receive: counseling, information from other parenting teens, information about how to continue to work toward goals while pregnant and how to make future plans and get financial help, and teacher-parent support plus credit for the course.

Students wanted to learn how to: deal with stress, balance job, school, and parenting.

"The best thing about GRADS is getting support from other teen parents and being in class with them. The most important information I got from class is what I can do to get in college."

- What changes would you like to see made in this class?

  Would like: more field trips, more class time, students to bring nutritious prenatal snacks, GRADS to be exempt from attendance policy, more opportunities to have children in class, more male enrollees, baby care on-site, more regular journaling.

  Many felt that no change was needed.

  Comments: all teen moms should be in GRADS.

- General Comments: "Everything in class was well done. I had fun and learned a lot. I learned how easy it can be to raise a child and all the stages they go through. this class encouraged me to stay in school and finish (high school)."

  "Teacher and class accepted me like I am and cared about me. Kind of became my family."

  "Nobody judged me."

  "I found a support group -- felt like I had friends again."

  "The teacher told me I could get through labor and had confidence in me when I didn't have it in myself."

  "The class helped me because a phone was available and the teacher would help us call our doctor, the school, etc."

  "The teacher was always there for us and she likes our kids. I didn't want to leave the class when I got credit."

• Student Success Stories (GRADS)

  - Case 1: Intervention Possibly Saved Mother and/or Child's Life

    A student felt her doctor listened only when mother was present. With the students permission, a GRADS teacher intervened and brought attention to the concern, resulting in the student being hospitalized and on bedrest for the remainder of her pregnancy.

- Case 2: GRADS Teacher is Family and Only Hope for Student

  Another student, whose past in itself is unbelievable, is on her way to college after being thrown out of aunts home (Dad deceased, mom in another country, never in US) and into the streets. She saw no hope in achieving her dream to graduate because rent and child care prevented it. Promise Jobs allowed her to stay in town where she could be with her first family, the GRADS teacher, and those who helped her in her troubled time. She began trying to reach her goals that GRADS helped her see she could achieve. She is enrolled in a community college.

- Case 3: Student's Negative Attitude Changes to Positive Attitude

  One pregnant teen developed from a negative person knowing she could not graduate from high school into a person who began to trust others. She adopted the GRADS goal of staying in school as a goal of her own. At years end, she was proud of completing GRADS and was formulating the goal to stay in school and get her diploma.

- Case 4: Student Gets Out of Abusive Situation

  A pregnant teen got out of an abusive situation two weeks after a speaker at GRADS identified abuse and how to get out and away from it.

- Case 5: Student Has High Academic Achievement

  A 15 year old mother of a 2½ and 8-month old maintains a 3.38 grade point average with good attendance. Her goals after graduation from college is to be a social worker. Attributes success to guidance received in GRADS class.

3. Adult Programs and Support Services

All of the 15 community colleges in Iowa provided instruction for adults in consumer and homemaking courses with emphasis on balancing work and family activities and those in each of the major areas including home management (including resource management); housing, home furnishings and equipment; food and nutrition; clothing and textiles; and family living and child development.

Five thousand dollars ($5,000) of federal funds were provided to each of the institutions for the above for improvements expansion, and updating consumer and homemaking programs for adults.

a. *Areas of Instruction*

The following are examples of courses or units of instruction that were provided for adults:

1) Balancing Work and Family[3]
   - Stress Management
   - Urban Survival for Women
   - Balancing Work and Family
   - Team Building
   - Personal Development and Self-Esteem
   - Staff Wellness
   - Anticipating and Managing Change
   - Promise Jobs
   - Professionalism
   - Goal Setting and Life Planning

2) Consumer and Homemaking
   - Home Decoration
   - Pregnant/Parenting Teen Program
   - Financial Management
   - Personal Awareness
   - Retirement Planning
   - Home Buying Workshop
   - Consumer Rights and Responsibilities
   - Quilters Workshop
   - Clothing Construction
   - Family/Individual Health
   - Human Relations Within the Family
   - First Aid/Home Safety

b. *Cooperative Efforts*

Some of these efforts were provided in cooperation with organizations such as the following: Department of Human Services, area businesses, professional women's associations, regional hospitals, nursing homes, city governments, child care centers, real estate offices, congregate meal sites/senior centers, area agencies on aging, local PTA and other parent organizations, legal aid services, vocational rehabilitation agencies, Social Security Administration, National Safety Council, and alcohol and drug treatment centers.

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[3]The goal for offering these programs to employees is to enable workers to look at developing skills that provide for more quality out of their work and personal lives.

c. *Outcomes Pertaining to Adult Programs, Services, and Activities*

The following are some examples of outcomes of these efforts:

- In regard to an Active Parenting Today Class, "It was well organized. It has helped me understand there is more than saying 'NO' or being a parent dictator. It will definitely help me be a better parent! I would highly recommend to grandparents, too. Great class!"

- "Two classes were held in honor of Professional Secretaries Week. 'Who You Are Is What You Do?' was attended by 137 females .... Comments about the program were very positive. Content centered on self-esteem, recycling thinking and how to make your life a learning and loving affair. One testimonial said the program was very enlightening. 'It gave me insight into my past. I grew up in a very religious family. I am also a twin and was very bashful and timid. My twin sister was always put before me (by my parents) in everything we did and it really was a hinderance to me. I learned in this workshop that I should get more positive esteem, about myself; not think about past happenings; think about good things and make my life more positive. Since, I have tried to be more positive about the things I do and say.'"

- "I just had a little girl and if I hadn't taken the classes, I think that I would have been more scared than I was about having a baby. They told me there would be pain, but it wasn't as bad as I thought it was going to be and it wasn't.

  Teen mothers need these classes because some of them don't have there parents around to help them. I didn't, because my mom kicked me out! If it hadn't been for the classes, I'm not sure if I would even have Chelsey today.

  The classes are helpful in relaxing you and preparing you and I think that you should keep on doing them."

4. <u>Achievements in State Leadership</u>

   a. *Curriculum*

   - "Integrating Parenting and Language Arts" -- developed for Iowa Secondary Family and Consumer Sciences Programs. In field testing stage (2nd year).
   - Biotechnology in Foods and Family Health implemented into secondary Family and Consumer Science programs.
   - New Food Science Curriculum Presented to Teachers for implementation in 94-95 year.

b. Staff Development Activities

- Three-day Statewide Seminar (Same as offered in teachers in depressed areas)
- Implemented Adolescents' Parenting Program
- Statewide Conference for Students in GRADS
- Balancing Work and Family Workshop

c. FHA/HERO Activities

1) FHA/HERO State Leadership Conference -- A three day conference for 650 students and their advisors was conducted during fiscal year 1994. The theme of the 1994 conference was "FHA/HERO Makes It Happen."

Mission Statement: To promote personal growth and leadership development through home economics education.. Focusing on the multiple roles of family member, wage earner, and community leader, members developing skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and vocational preparation.

Ratings for criteria pertaining to the FHA State Leadership Conference are summarized in Table 19.

Table 19
Level of Satisfaction by Criterion for the FHA State Leadership Conference

Criterion	Level of Satisfaction*		
	Points	Votes	Average
Monday			
STAR Events	1026	259	3.96
"Be the Best" - Harvey Alston	1867	393	4.75
Recognition Dinner	1403	399	3.52
Sumner Swing Choir	1873	397	4.72
District Meetings	1344	372	3.61
Tuesday			
Business Meeting	1360	368	3.7
"Discovering You" - Kara Grimme	1698	358	4.74
"Life is a Song Sing Loud" - Darla Hansen	972	219	4.44
"Are you Overfat or Underexercised" - D Yount	534	123	4.34
A Sushi and Subway Summer" - A. Dietz/K. Geisler	611	136	4.49
"Prevention is Yours/Teen Pregnancy" - T/B Poppens	1061	255	4.16
Brunch	1362	293	4.65
Crystal Inn	1587	354	4.48

*5=High; 1=Low

A few of the comments taken from the evaluation sheets were:

- Kara Grimme was excellent! Really enjoyed new schedule. Brunch was great!
- This was may first experience at a conference like this & I loved it!
- FHA has a lot of opportunities that I look forward to next year.
- I'm taking home a lot of new ideas. Thank you FHA!
- The schedule was very good. Maybe provide a break a little more often.
- Recognition dinner - need to make it a little more special.
- Allow more delegates per chapter. Nice new format. I enjoyed Harvey the most.

2) FHA/HERO State Leadership Workshop

A two day summer leadership workshop was held at the Iowa Central Community College in Fort Dodge, Iowa, and was available to any FHA/HERO member. The theme of the 1994 workshop was "FHA/HERO Makes It Happen." A professional training organization, "Prime Time Associates" were the training facilitators.

The goals for the leadership workshop were:

- To provide an overview of leadership which will include what leadership is; styles of leadership; how one develops, utilizes, shares, and portrays leadership as an FHA/HERO officer and member.
- To provide members with the tools to become effective public speakers, using podium etiquette, bringing greetings, award presentations, conducting workshops and chapter visits and providing constructive critiques of speeches.
- To provide instruction in working with the media to secure positive, effective coverage for each vocational student organization. To build on the media training to assist each member in creating a public relations/marketing plan for each chapter.
- To help member discover the fundamentals of team development and the barriers to this process. To develop an understanding of how individual needs impact upon the needs of the group. To define the meaning and importance of a team concept as it relates to the FHA/HERO chapter.
- To provide members with the skills necessary to effectively and efficiently transact business using parliamentary procedures. Members will gain knowledge and skills related to planning, organizing, and conducting meetings.
- To identify the steps involved in the decision-making process. To assist the members in utilizing these steps as they begin to develop their individual and team goals. To provide instruction on the importance of setting goals and how to implement these goals into a successful program of work.

A few of the comments taken from the evaluation sheets were:

- Excellent! Presenters were great.
- It was a crammed 3 days. More free time.
- Location change was requested: Iowa State University; and more central location
- Include phone numbers of dorms in the registration materials.
- Reasonable cost for the workshop.
- It was very good...just when it started to seem like we had been sitting too long, we did a fun activity to coinciding with our topic.
- Lights out at a later time.

d. Statewide Family and Consumer Sciences Conference[4]

This annual two-day statewide inservice activity was attended by middle school, junior high school, community college, and four year institution family and consumer sciences educators. The overall conference aim was to:

- Provide information for improving the effectiveness of family and consumer sciences education in Iowa.
- Promote integration of the United Nation's International Year of the Family in 1994 into home economics related activities.
- Provide information regarding legislation and policy concerning families.
- Identify current trends, updates of teaching resources, technologies, and teaching approaches to assist with effective student learning in middle, high school, two- and four-year institutions.
- Discuss current state and federal vocational education guidelines.
- Encourage the marketing of home economics education.
- Provide opportunities for professional sharing.

Several general sessions, numerous concurrent sessions, exhibitors, displays, and a media fair wage were employed to meet the established purpose for the conference.

The responses of 200 of the 311 conference participants to criteria pertaining to the conference are as follows:

Criterion	Rated Excellent or Nearly Excellent
Keynote Speakers and General Sessions	170 (85 %)
Concurrent Sessions	140 (70%)
Hotel Facilities	174 (87%)
Exhibits	110 (55%)
Scheduling	144 (72%)

[4]Conference held on August 9-10, 1994.

X. TECH PREP

During the 1994 academic year, enrollments have not increased significantly because year one of the grants were for planning and the second year for implementation. Therefore, our Tech Prep enrollments were:

	Male	Female	Total
Secondary Students	170	135	315
Postsecondary Students			None Reported
Applied Academics			2,000

A lot of emphasis was placed on a very important component of Tech Prep, that being applied academics. Over 1,700 secondary and postsecondary teachers attended five-day workshops in five regions of the state. The applied academics areas were: Math, Principles of Technology, Science, Communications, and Workplace Readiness. These workshops were very cost effective and cost less than $15.00 per person in attendance.

Services provided to the state have been rural and urban in nature due to our farm-based economic region. All rural and urban high schools are included in the consortium to date with expanded Tech Prep inservice training programs for each school in FY 95. The project coordinators have developed promotional brochures and newsletters.

The area of Curriculum Design and Development Teams are made up of representatives from business/industry and secondary/postsecondary institutions, including community colleges and proprietary colleges. These teams have put much effort into researching the current status of curriculum in the areas, articulation issues, program offerings by postsecondary institutions, current job market, and related topics. In addition, they have looked at examples from model Tech Prep sites across the country and have defined what they believe Tech Prep to be here in Iowa. As a result, the representatives on these teams determined four basic career clusters: Business and Information Systems, Health and Human Services, Industrial and Engineering, and Arts and Humanities. It is believed that these four clusters will be able to encompass the occupational instructional areas to focus on and provide students with many career options. The determination of these clusters will set the stage now for specific work between secondary and postsecondary occupational instructional areas.

Apprenticeships for students is one method for providing meaning to education and linkages between schools and business and industry. Apprenticeship programs have been developed in Floor Installation, Criminal Justice/Law Enforcement. We will explore this concept more in the coming year. The workshops for counselors and administrators will address the issue of apprenticeships for students and introduce that concept.

Active participation on the functional planning teams has not only given professionals the opportunity for input regarding staff inservice, but has had a significant impact on their attitudes about Tech Prep. At the planning sessions for the teams, there has been opportunity for extensive discussion about the definition of Tech Prep and how it will impact programs and students. Because of the regular and significant involvement of area people, there has been a rapport developed and a link back to the local districts. A level of trust in Tech Prep and its goals has made the concept much less of a threat to all involved on the teams. There is now a core group of professionals within districts who can serve as local advocates for Tech Prep. So, even though the membership on functional planning teams was not designed for staff development purposes, that has been a very beneficial side effect.

The approach being taken has been that Tech Prep is a concept which involves total transformation, as opposed to a separate program designed to run parallel to college prep. As a result, all students will be the target audience, and preparatory services will take into account the needs of diverse populations.

A part of the plan has been to provide inservice on counseling strategies and preparatory services. At this point, schools do not have a specific system in place. And, of course, those strategies will depend upon the curriculum development process and decisions on implementation by local school districts.

As efforts proceed on curriculum development, needs of special populations will be kept on the forefront. Representatives from Special Education fields, counselors, administrators, etc., are extremely knowledgeable and aware of the importance of providing equal access. To this point, awareness of this factor has been made clear to all involved in the effort.

Because Tech Prep is approached as a concept, the resulting programs in schools will be available and open to all students, as opposed to a certain segment of the population. School transformation reaches all students.

With curriculum development taking place, preparatory services have not yet been utilized, but have been discussed. Again, because we are encouraging total school transformation, versus providing pathways for a select group of students, the guidance and recruitment techniques will be utilized with all students.

XI. Integrating Academics Into Vocational-Technical Education Programs

This chapter is concerned with the implementation of applied academics into vocational technical education and activities undertaken to achieve the integration of academics into vocational education.

A. Implementation of Applied Academics Into Vocational-Technical Education

1. Applied Academic Workshops

   During the fall of 1993, a series of five-day regional tech prep workshops were conducted at five sites throughout the State of Iowa. The purpose of these workshops was to provide participants with an in-depth look at each of the following areas of applied academics: Applied Math, Applied Communications, Principles of Technology, Applied Biology/Chemistry, and Workplace Readiness. Information about each of the five applied academic areas was presented by a person nationally recognized for his/her work in the specific area. A portion of each day was devoted to the presentation of Iowa's tech prep model. There was a total of 1,597 persons who attended the workshops.

2. Expansion of Applied Academic Materials Available to Schools in Iowa

   During fiscal year 1994, Iowa joined consortiums with CORD to obtain 11 additional units in Applied Math and with AIT to obtain two additional units in Applied Communications. In addition, a contract was initiated with the North Iowa Area Community College to duplicate and distribute the most recently released CORD and AIT materials to either the area education agency or community college in each of the fifteen merged areas in the state. These materials are in the areas of Applied Biology/Chemistry, Applied Communications, and Applied Math.

3. Survey of the Implementation of Applied Academic Materials

   During fiscal year 1994, a survey of Iowa public and non-public school districts and community colleges was conducted to gather information concerning the implementation of applied academic instruction materials. The findings for 137 school districts are summarized in Table 20. The findings for five community colleges are summarized in Table 21. It is to be noted that data are provided to indicate the extent to which the applied academic materials are being taught as stand alone courses and the extent to which these materials are infused/integrated into existing courses. In addition, reference is made as to the number of school districts in which these materials are being used to integrate academic and vocational education.

Table 20
Implementation of Applied Academic Materials in Secondary School Districts in Iowa*

	Number of School Districts					
	Applied Biology/ Chemistry	Applied Communications	Applied Math	Applied Math II	Principles of Technology	Workplace Readiness
1. Purchased Applied Materials	48	69	82	41	48	51
2. Materials taught during 93-94	11	38	36	8	29	22
3. Taught as stand alone course	1	14	23	5	29	6
4. Number of students in stand alone courses	60	386	382	147	572	50
5. Materials infused/ integrated into existing courses	21	35	29	7	4	28
6. Number of students in infused courses	971	2089	908	106	16	727
7. Materials used to integrate academic and vocational education	15	31	28	10	23	21

*Based on 137 public and non-public school district responses to a survey completed on June 10, 1994.

Table 21
Implementation of Applied Academic Materials in Community Colleges in Iowa*

	Number of Community Colleges					
	Applied Biology/ Chemistry	Applied Communications	Applied Math	Applied Math II	Principles of Technology	Workplace Readiness
1. Purchased Applied Materials	4	4	4	4	4	4
2. Materials taught during 93-94	2	2	3		3	1
3. Taught as stand alone course			3		2	1
4. Number of students in stand alone courses			160		42	
5. Materials infused/ integrated into existing courses	2	2	2		1	2
6. Number of students in infused courses	300	200	200		28	
7. Materials used to integrate academic and vocational education	2	3	2	2	2	2

*Based on five community college responses to a survey completed on June 10, 1994.

B. Activities Undertaken to Achieve the Integration of Academics Into Vocational Education

1. Number of Programs in Which Activities Were Incorporated

The fiscal year 1994 year-end narrative reports responded to the request for specific activities undertaken by the schools in regard to the following as they relate to the integration of academics into vocational education: team teaching, curriculum development, teacher inservice, and assist special populations students with academics in vocational education.

A summary of the activities for 163 Perkins funded secondary vocational education programs in shown in Table 22. As noted in the table, team teaching was done in conjunction with only about 30 percent of the programs. Teacher inservice was provided in connection with all of the programs. Tech Prep and applied academics were the topics most covered in the inservice workshops or sessions. Curriculum development was done in connection with about 71 percent of the programs. Seventy-seven percent (77%) of the programs provided assistance to special populations persons.

Table 22 Number and Percent of Secondary Programs for Which Activities Were Undertaken to Integrate Academics Into Vocational Education		
Activity Category	**Number of Programs**	**Percent of Programs**
Total Programs	**163**	**100.0%**
Team Teaching	48	29.4%
Curriculum Development	116	71.2%
Inservice	163	100.0%
Assistance to Special Populations	126	77.3%

A summary of the activities referred to above for 89 postsecondary programs is shown in Table 23. As noted in the table, team teaching was done in connection with about seven percent (7%) of the programs. Teacher inservice was reported as being done in about 85 percent of the programs. As in the case of the inservice in conjunction with the secondary programs, Tech Prep and applied academics were the topics most covered in these workshops or sessions. Curriculum development took place in almost 62 percent of the programs. All of the programs provided assistance to special populations persons.

Table 23 Number and Percent of Postsecondary Programs for Which Activities Were Undertaken to Integrate Academics Into Vocational Education		
Activity Category	**Number of Programs**	**Percent of Programs**
Total Programs	**89**	**100.0%**
Team Teaching	6	6.7%
Curriculum Development	55	61.8%
Inservice	76	85.4%
Assistance to Special Populations	89	100.0%

2. Description of Activities and Their Impact

Excerpts or examples of activities and their impact as provided in the year-end reports for each of the four categories shown in Table 22 and Table 23 are listed below for secondary schools and community colleges.

a. Team Teaching

1) Secondary Schools

- "Team teaching is happening in our pilot class which is working on an integration of science, math, and construction and engineering related classes. A teacher from each of these disciplines have (sic) been involved in the planning and presentation of this class."

  "Our students are benefitting from our efforts to integrate academics with vocational skills through the pilot class offered, and in general from the increased focus on quality as a result of the stressing of academic skills in vocational classes. It is early to quantify the gains, but as a result of the academic integration, we expect to see an increase in competency achievement."

- "The Business Education teachers at ... High School continued to be involved in team teaching units with teachers from science and high school language arts."

  "Impact on students, teachers, and program: Students again responded very favorably to the team teaching. In fact, they would like to have more team teaching. Students could see how skills learned from one program easily applied to another program and that many skills were similar in different programs. The teachers found team teaching to be easier than trying to take on a project separately, as the expertise of each teacher could be fully utilized for the benefit of the students without guessing about how the specific content from a program impacted on the unit. The 'expert' -- the teacher in that program -- was already on hand."

2) Community Colleges

- "A team teaching activity was conducted in the area of computers. Instruction materials and ideas from the academic teaching of computers were introduced into the vocational instruction of computers through a team teaching effort. Students taking Data Processing for Distribution (vocational course) received instruction from the traditional academic computer science instructor. While the emphasis of the course continued to be vocational in nature the students were given the opportunity to see the academic side of the course."

"The students, teachers, and program benefited because as the academic and the vocational instructors work more closely the education processes is (sic) enhanced. When the education process can be improved then all parties involved have improved performance."

- "The Climate Control and Physics faculty members developed and delivered curriculum that integrated the physics of basic heat theory and basic electrical theory into the 'hands-on' experiences offered in the Climate Control Lab."

  "The students can see direct correlation between physics and heating/air conditioning theory and better prepares them for lab activities. The collaborative efforts of instructors from both departments creates a better understanding between departments and an enhanced learning atmosphere for the students."

b. Curriculum Development

1) Secondary Schools

- "Tech Prep applied curriculum materials were implemented into some of the current curriculum. Modifications were made based on teacher inservices and workshops including changes in class activities, presentations concerning the labor market, and in performance assessment. Business Education is rewriting curriculum using input from the various groups."

  "The modifications resulted in extended and expanded vocational program offerings that have benefitted students and have improved student performance."

- "The teachers worked together in the summer of 1993 to complete an articulated curriculum that incorporated both academic and workplace competencies. There is also an alignment of their classes with the postsecondary classes with which they have articulated. The instructors also determined competency checklists that include occupational skills, leadership skills, and job-getting/job-keeping skills. All vocational teachers met monthly with the director of programs to assure that the curriculum was being implemented as written."

"The result has been that we have all teachers - not just our vocational teachers - addressing the importance of an integrated curriculum that provides both academic and vocational competencies in **all** classes. The students are then able to make connections - seeing the need for and application of the academic and vocational skills as they prepare for their future."

2) Community Colleges

- "Academic and vocational instructors met and determined (1) in which courses academic and vocational competencies were taught, and (2) better ways to integrate academic and vocational instruction. A specific example: the program coordinator, communications instructors, and representatives from business discussed the type of written communications required in the workplace for management-level personnel. Curriculum was developed to include business memos, letters, and E Mail."

  "Students -- all program completers were able to satisfactorily produce written communications to meet prescribed standards.
  Teachers -- were able to teach curriculum which was not redundant but reinforced both what was needed and relevant to the workplace.
  Program -- completers will have essential written communication skills for their careers."

- "During FY 93 the General Advisory Committee of the College, identified academic courses that should be required in vocational-technical courses and validated the competencies that should be taught in these courses. As a result, the general education model was revised for all Associate in Applied Science Degree programs and the new model was implemented in FY 94."

  "This change affected 24 Associate in Applied Science Degree programs and will improve instruction for approximately 700 students annually."

c. Teacher Inservice

1) Secondary Schools

- "There was a major focus this year on Tech Prep in-service for all teachers. Teachers from every area visited other districts who are known for quality integrated vocational/academic programs. Teachers from all disciplines worked on vertical study teams to increase their knowledge base of integrated learning, Tech Prep, and outcome-based education. Teachers and counselors as well as administrators and board members attended the state Tech Prep conference. Vocational teachers as well as academic teachers participated in workshops on applied communications, applied biology/chemistry, applied mathematics, principles of technology, and workplace readiness."

- "An in-service workshop was held at the ... high school for a selected committee of instructors, counselors, and administrators. At this workshop we reviewed the history of, and the rationale for integration of academics, and then reviewed methods of integrating the academics into all vocational programs as well as integrating vocational subject matter into certain academic courses.

  We did not have a specific activity for team teaching, curriculum development, teacher inservice, or assisting special population students. These were all incorporated into the main workshop and discussed in total. Some of the instructors discussed and planned ways and methods of doing some things such as team teaching to achieve a better integration of the academics, but nothing formal was prepared."

  "Very positive reaction from all instructors within the school and we see a very good working relationship being developed between vocational education and academic instructors, the best in many years. The students will be the real winners here during the next few years when some of the models of integration are implemented. Some courses in the applied academic area such as applied math and applied biology/chemistry will be tried during the 1994-95 academic year."

2) Community Colleges

- "On August 16, 1993, Dr. ... and Dr. ... made a presentation to all ... Community College Arts and Sciences and Vocational-Technical faculty regarding integration of academics and methods of implementing which included team teaching. In addition, they described the implementation of Tech Prep."

"Approximately 120 Vocational-Technical and Arts and Sciences staff received this training. From this activity evolved an eighteen member transformation team made up of counselors, vocational instructors, and academic instructors that are reviewing methods of improving the integration of academics."

- "All instructors participated in two teacher inservice workshops on working with special population students and providing reasonable accommodations for special population students. A major focus of this year's project was securing much needed computers and developmental software to provide supplemental instruction for vocational students experiencing difficulty in mathematics and communications. One of the major reasons for the high drop-out rate of vocational students is their lack of preparation for the mathematics needed in the technological programs."

"Overall, faculty and support staff have an increased awareness of the needs of special population students and of the resources available to help them succeed in college. The major benefit was the 28 students identified in the Early Alert system who were able to graduate after receiving supplemental services."

d. Assist Special Populations Students with Academics in Vocational Education

1) Secondary Schools

- "Special education teachers and counselors have utilized 'in place' student accommodation to assist students."

"Student achievement has been improved. The number of academic 'down days' issued by teachers has decreased by almost 25%."

- "Peer tutoring is available for students needing additional assistance to succeed in the Engineering-Related Education courses. The curriculum has been developed to provide for alternative assessments which were developed during FY 94. The Engineering-Related Education teacher established hours to assist students outside of the regular school day. The counselor worked with non-traditional and minority students to help them understand how skills learned through the Engineering-Related Education program help prepare them for careers. Field trips to local businesses and career days provide special populations students with quality examples of how Engineering-Related Education skills may help secure employment after high school graduation. Students with disabilities received assistance, as described in their respective IEP's, from the resource program teacher, AEA support personnel, the counselor, and the Engineering-Related Education teacher in meeting their specific needs."

"By virtue of the above activities, special populations students are able to experience success in the Engineering-Related Education program. The Engineering-Related Education teacher is not alone in providing the assistance to the students, as he has several places to which he can turn for help in better meeting the needs of the students. Students who experience success in a program will share the success with other students, and this becomes a significant recruiting method to have other students enroll in the program."

2) Community Colleges

- "Special populations students in this program are assisted by a tutor through a service provided and developed by ... Community College called the Vocational Success Center. There is a tutor available who can, when necessary, work in the classroom with special populations persons."

  "Students benefit from using the services of the Vocational Success Center because the (sic) can have a tutor with them in the classroom or in the center to assist them with problems or to reinforce material covered in the classroom. Teachers benefit because they can communicate with the tutor to plan helpful strategies for the student(s) to become competent in particular skills or areas. The program benefits because there is another resource for the student(s) and teacher to use for the growth of the individual student."

- "... Community College provides both a peer tutoring program and a professional tutoring program for special populations students."

  "Special populations students were provided with 1338 hours of peer tutoring and 1120 of professional tutoring during the FY 94 year."

XII. Career Guidance and Counseling

This chapter provides a summary of the legislative mandate for guidance and counseling in the elementary and secondary schools in Iowa, career guidance and counseling activities and services in secondary schools and community colleges, and sources of information available to students.

A. Guidance Program Legislative Update

In Iowa, a guidance program which includes career development is mandated by legislation. Chapter 12.5(21), Guidance program, of the administrative rules pertaining to the Accreditation Standards for Iowa's Schools states:

> "Each board operating a prekindergarten through grade twelve or kindergarten through grade twelve program shall provide an articulated sequential elementary secondary guidance program to assist students with their personal, educational, and career development. Boards operating less than a full elementary-secondary program shall provide a sequential guidance program covering all grade levels operated. The program shall involve not only counselors but also instructional and noninstructional staff, students, parents, and community members. Facilities offering both visual and auditory privacy for counseling shall be provided. Properly certificated staff shall be employed at all program levels."

Under certain circumstances, a waiver to the above can be obtained. During school year 1993-94, 23 public schools were granted a waiver. This figure has dropped from the 204 waivers during school year 1989-90.

The sequential guidance program referred to above is based on the K-12 Career Guidance Curriculum Guide for Student Development. This guide is comparable to the National Career Development Guidelines.

Competencies included in the National Career Development Guidelines are being incorporated into curricula which are and which will be used by the secondary schools in Iowa.

B. Guidance and Counseling Activities and Services

Fiscal year 1994 year-end narrative reports from secondary schools and community colleges have provided examples of guidance and counseling activities and services with some comments pertaining to their impact in the categories of professional development, curriculum development, and program evaluation. For this report, examples of these activities and services and their impact are presented for secondary schools and community colleges for each of the cited categories.

1. Professional Development Activities and Services

a. Secondary Schools

- "Guidance and Counseling provides information, resources, and specific strategies for teachers both formally and informally which enhance professional development regarding career education, assessment, and placement of students."

- "Our counselors are active in professional development activities and services. One serves as co-facilitator for our districts' Phase III school improvement program. Most are active partners in our district restructuring effort and in our tech prep efforts. They have attended Daggett workshops, the state Tech Prep conferences, been actively involved in career awareness sessions and CHOICES implementation as well as mentoring, school-to-work programs and assisting special population students."

b. Community Colleges

- "Student Services conducts staff meetings once a month. The Special Populations Coordinator conducted an in-service session at one of these meetings. Topics included: identification of students, the referral system between Student Services and the Coordinator, tutoring and support services, non-traditional enrollments, and communications. Additional staff meetings also covered topics on outside referral agencies, follow-up on special population students, identification of students and special support.

  The Student Services division also conducts two meetings per year with various agencies: Vocational Rehabilitation, Work Force Development (Job Services), JTPA, Promise Jobs, and Human Services. Special Populations students was an agenda item at each of these meetings. In addition, two meetings per year are held with area high school counselors and a session was covered on the same topic."

- "Over the past couple of years, several staff development activities have been conducted which have included development and implementation of competency based education, articulation, integration of academics, and Tech Prep. The guidance and counseling staff has been included in these activities which has helped to keep the counselors abreast of the transformation that is occurring in vocational education."

2. Competency and Curriculum Development

a. Secondary Schools

- "Our counselors are key players in competency and curriculum development issues. As we move forward towards developing components of a tech prep curriculum (applied courses, work related activities, job shadowing, mentoring, school-to-work, etc.), our counselors must take an active role in that process. Our counselors have attended Daggett and state tech prep conferences which has helped to bring them along as to the need for curricular changes."

- "The ... High School's Guidance and Counseling Department impacts competency and curriculum development through input in curriculum inservices research gained in job and occupation surveys, and student followups. Surveys of recent graduates are particularly helpful in determining the direction of vocational curriculum and competencies."

- "The special population coordinator worked very closely with the curriculum director and the counselors in reviewing the learner outcomes with both vocational programs. Work continued on infusing SCANS competencies into these existing programs. The counselors are active participants in this process. They are also participating in discussions with EICCD as articulation agreements are developed. Finally, the counselors are actively involved in the development of all IEP's for special population students at this level."

b. Community Colleges

- "Dialogue with staff in the areas of guidance and counseling is an ongoing, daily activity. Faculty and department chairs collaborate with the counseling staff to identify and respond to student needs and to work together to ensure student success. The sharing of information and recognized student needs has an impact on scheduling, student assistance programs, curriculum development and sequencing, prerequisites, etc."

- "Through the offering of ASSET, beginning competencies have been identified for each vocational program. Students who are deficient in the basic skill areas may take credit Success Courses which are designed to remediate individual basic skill areas. Based on the type of remediation needed, Success Courses can be taken in conjunction with regular program courses or prior to entering a chosen program.

Impact: The counseling and advising staff can recommend more appropriate course placement and scheduling based upon ASSET results. Individual scheduling results in taking into account individual differences and academic needs which impacts the retention of the student with special curriculum related learning needs."

3. Vocational Program Evaluation

a. Secondary Schools

- "As a part of the student surveying process, the guidance and counseling department has impact on our vocational programs. Evaluation of the graduate surveys gives our programs information on competency development of past graduates, program strengths and weaknesses, and access strengths and weaknesses that when shared with the vocational programs during curriculum development, have high impact on the design of new and renewed coursework."

- "The guidance and counseling staff was involved in evaluation of the programs prior to and during their development and implementation, but no formal measures were in place for a summative evaluation at the conclusion of the program. Followup studies will provide feedback to the district for those students graduating from the program.

  Impact: Guidance and counseling staff were involved in a variety of staff development days, which led to the development of competencies and the rewriting of curriculum material for the program. Due to their involvement, more emphasis was placed on the competencies addressing interviewing techniques and resume' writing. A special course, World of Work, was developed to stress the skills."

b. Community Colleges

- "Through the involvement and input of individual vocational advisory committees, institutional staff members who are responsible for career guidance and career development, receive current vocational information concerning individual careers. This relay of information not only provides students with up-to-date career awareness, but allows the vocational program and vocational advisory committee an opportunity to assess the needs, abilities, and expectations of today's students. This flow of information is a vital component in evaluating vocational programming and determining program effectiveness."

- "Program evaluation is conducted through a comprehensive process that addresses program effectiveness. Program evaluation is impacted by career guidance and counseling through information obtained about career interests, employment trends, graduate placement statistics and overall program instruction. This information is provided by potential students, enrolled students, counselors and advisors."

  "**Impact:** This past year a student opinion survey was given to a sampling of second year students. This information will provide important data to the appropriate department for future program evaluation. All exiting students complete an 'Exit Questionnaire' which is returned and tabulated by the Counseling Department. This also provides excellent data about why students are withdrawing from courses."

C. Sources of Information Available to Students

1. Career Information Delivery System

Choices (CareerWare) which is the official endorsed career information delivery system in the State of Iowa is the system most utilized in the secondary schools and community colleges in the state. The information in the system is Iowa specific in regard to the labor market and information pertaining to the community colleges. Other systems in use in the state are Discover (ACT) and GIS (Riverside Publications Company).

During March 1994, a survey[5] on the usage of Iowa CHOICES was conducted. Responses were received from 1,173 students/clients located at 67 sites in Iowa. The number and type of sites and students/clients who responded are as follows:

Site	Number of Sites	Number of Students/ Clients
Schools	62	1,147
Job Services of Iowa Offices	2	10
Community Colleges	2	3
Vocational Rehabilitation	1	13
Totals	**67**	**1,173**

[5]Usage of Iowa Choices, Des Moines, Iowa: Iowa Department of Economic Development, Iowa State Occupational Information Coordinating Committee (ISOICC), November 1994, pages 17-18.

The following are responses to two questions in the survey:

- Was the information you obtained from Iowa CHOICES helpful?

Yes	1078
No	84
No Response	11
Total	1,173

- Would you use Iowa CHOICES again?

Yes	1068
No	84
No Response	21
Total	1,173

The number of schools licensed to use Choices during fiscal year 1994 was as follows: 362 secondary school sites and 14 community colleges. The cost of most licenses was paid with Perkins dollars. During the year, 26 workshops were held to provide instruction for users of Choices.

2. American Careers Magazine

This magazine is published by Career Communications, Inc., Overland Park, Kansas, and was prepared for national distribution via a contract with participating states. The magazine is designed to aid students in planning for their future by providing information on education, training job opportunities, and social skills. A specific edition was prepared for each state by including content submitted by the state. The magazine is published three times during the year-fall edition, winter edition, and spring edition. During school year 1993-94, Iowa subscribed to one edition (Winter) at 40,000 copies for the edition. These were sent to each of Iowa's school districts for distribution to students, parents, and teachers.

OMB NO. 1830-0503
EXP. 1-31-97

Period report covers: July 1, 1993 - June 30, 1994

State Iowa Name Roger Foelske, Bureau Chief Ph: (515) 281-4702

SECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOTOL ENROLLMENT	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE	12,080	9,614	2,466		2,514	14	460		194	1,180		2,152
MARKETING	3,486	1,727	1,759		878	14	101		20	0		1,752
TECHNICAL	0											
CONS/ H'MKING ED	29,401	10,221	19,180		5,669	117	1,228		575	2,710		INA
OCC HOME EC	1,770	583	1,187		473	15	160		105	138		311
TRADE & INDUSTRY	9,464	8,511	953		2,192	50	662		27	274		1,534
HEALTH	281	85	196		6	4	4		0	0		83
BUSINESS	17,494	7,468	10,026		3,476	90	459		94	268		3,873
TECH ED/I.A.	27	20	7									INA
NEC*	1,078	548	530		222	0	61		34	7		896
GRAND TOTAL	75,081	38,777	36,304		15,430	304	3,135		1,049	4,577		10,601

*Mulit-Occupations

Period report covers: July 1, 1994 - June 30, 1994

State: Iowa Name Roger Foelske, Bureau Chief Ph: (515) 281-4702

SECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOTAL ENROLLMENT	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH-PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED R'LTD	EMPLOYED OTHER	MIL	OTHER	
AGRICULTURE	0				INA								225
MARKETING	0				INA								54
TECHNICAL	0				INA								
CONS/H'MKING ED	0				0								291
OCC HOME EC	0				INA								40
TRADE & INDUSTRY	0				INA								230
HEALTH	0				INA								3
BUSINESS	0				INA								220
TECH ED/I A	0				0								INA
NEC*	0				1,078								55
GRAND TOTAL		0	0	0	1,078	0	0	0	0	0	0	0	1,118

*Multi-Occupations

Period report covers: July 1, 1993 - June 30, 1994

State Iowa Name Roger Foelske, Bureau Chief Ph: (515) 281-4702

ADULT SUPPLEMENTAL SECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOTOL ENROLLMENT	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE	1,768	1,518*	250*								1,768	
MARKETING	0											
TECHNICAL	0											
CONS/ H'MKING ED	94	14	80								94	
OCC HOME EC	0											
TRADE & INDUSTRY	0											
HEALTH	0											
Business	0											
TECH ED/I.A.												
GRAND TOTAL	1,862	1,532	330	0	0	0	0	0	0	0	1,862	0

*Young Farmer and Adult Farmer

OMB No. 1830-0503
Exp. 1-31-97

Period report covers: July 1, 1993 - June 30, 1994

State Iowa Name Roger Foelske, Bureau Chief Ph: (515) 281-4702

POSTSECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOTAL ENROLLMENT	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE	1,591	1,204	387		187	1	27		INA	INA		226
MARKETING	944	413	531		107	0	18		INA	INA		120
TECHNICAL	2,158	1,930	228		333	4	65		INA	INA		343
CONS/ H'MKING ED	0											
OCC HOME EC	1,361	219	1,142		200	0	56		INA	INA		266
TRADE & INDUSTRY	7,573	6,333	1,240		1,078	3	209		INA	INA		1,255
HEALTH	11,321	1,329	9,992		1,834	4	145		INA	INA		4,223
BUSINESS	6,731	1,507	5,224		1,404	8	140		INA	INA		1,037
TECH ED/I A	0											
NEC*	302	143	159		0	0	0		INA	INA		INA
GRAND TOTAL	31,981	13,078	18,903		5,143	20	660	0	INA	INA	0	7,470

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Period report covers: July 1, 1994 - June 30, 1994

State Iowa Name Roger Foelske, Bureau Chief Ph: (515) 281-4702

POSTSECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOT ENR	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED R'LTD	EMPLOYED OTHER	MIL	OTHER	
AGRICULTURE	0				1,508								INA
MARKETING	0				785								INA
TECHNICAL	0				128								INA
CONS/ H'MKING ED	0				0								INA
OCC HOME EC	0				926								INA
TRADE & INDUSTRY	0				698								INA
HEALTH	0			66	8,744								INA
BUSINESS	0				2,187								INA
TECH ED/LA	0												
GRAND TOTAL	0			66	14,976								

Period report covers: July 1, 1993 - June 30, 1994

State Iowa Name Roger Foelske, Bureau Chief Ph: (515) 281-4702

ADULT SUPPLEMENTAL POSTSECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOTAL ENROLLMENT	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE	(9,426)	(7,134)	(2,292)								(9,426)	
MARKETING	(5,845)	(3,110)	(2,735)								(5,845)	
TECHNICAL	(25,980)	(21,012)	(4,968)								(25,980)	
CONS/ H'MKING ED	(4,369)	(1,183)	(3,186)								(4,369)	
OCC HOME EC	(18,830)	(3,142)	(15,688)								(18,830)	
TRADE & INDUSTRY	(52,879)	(38,930)	(13,949)								(52,879)	
HEALTH	(169,816)	(55,041)	(114,775)								(169,816)	
BUSINESS	(56,815)	(24,838)	(31,977)								(56,815)	
TECH ED/I A												
GRAND TOTAL	343,960	154,390	189,570	0	0	0	0	0	0	0	343,960	0

Period report covers: July 1, 1994 - June 30, 1994

State Iowa

Name Roger Foelske, Bureau Chief Ph: (515) 281-4702

ADULT SUPPLEMENTAL POSTSECONDARY ENROLLMENT

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOTAL ENROLLMENT	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		MALE	FEMALE	TECH PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED R'LTD	EMPLOYED OTHER	MIL	OTHER	
AGRICULTURE	0												INA
MARKETING	0												INA
TECHNICAL	0												INA
CONS/ H'MKING ED	0												INA
OCC HOME EC	0												INA
TRADE & INDUSTRY	1,683*	1,651*	32*			1,683							INA
HEALTH	0												INA
BUSINESS	0												INA
TECH ED/I.A.	0												
GRAND TOTAL	1,683	1,651	32			1,683							

*Included in totals on page 1 of postsecondary adult supplemental enrollment.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
Washington, D.C.

Approved: 10/19/92
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Expiration Date: 6/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION STRUCTURES

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 51.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C.20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

Iowa Department of Education
Divisions of Community Colleges
Grimes State Office Building
E. 14th & Grand
Des Moines, IA 50309

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:

V001265, V001210, V001201, V001207, V001208

3. EMPLOYER IDENTIFICATION NUMBER:

1426004525-A1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:

5. FINAL REPORT: X YES __ NO

6. BASIS: X CASH __ ACCRUAL

7. FISCAL YEAR (See instructions) 93

8. PERIOD COVERED BY THIS REPORT: FROM(MM/DD/YY) 07/01/92 TO(MM/DD/YY) 09/30/94

9. PROJECT EXPENSES

A. TYPE OF RATE: __ PROVISIONAL __ PREDETERMINED __ FINAL __ FIXED

B. RATE ____ C. BASE ____ D. TOTAL AMOUNT ____ E. FEDERAL SHARE ____

10. REMARKS (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORT SUBMITTED:
12/27/94

TYPED OR PRINTED NAME AND TITLE:
Al Ramirez, Ed.D., Director

TELEPHONE (Area code, number and extension):
(515) 281-5296

Form A

BEST COPY AVAILABLE

FY 93 SECONDARY	a. Net outlays previously reported	b. Ttl outlays this report period	c. Prog income credits	d. Net outlays this report period (cols b−c)	e. Net outlays to date (cols a+d)	f. Non−Fed share of outlays	g. Tot fed share of outlays (cols. e−f)	h. Total unliquid oblig	i. Less: Non−F share of unliquid oblig shown in col. h	j. Fed share of oblig unliquid	k. Tot Fed. share outlays & oblig.	l. Total cumulative amount	m. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants	5,877,766	824,896	0	824,896	6,702,662	1,157,741	5,544,921	0	0	0	5,544,921	5,544,921	0
2. St Admin	1,094,076	33,665	0	33,665	1,127,741	656,462	471,279	0					
3. Sex Eq Admin	59,271	729	0	729	60,000	0	60,000	0					
Part A													
4. St Progs	799,607	338,633	0	338,633	1,138,240	235,065	903,175	0	0	0	903,175	903,175	0
5. St Progs & Ldrshp	752,759	338,633	0	338,633	1,091,392	235,065	856,327	0	0	0			
6. Prof Dev	8,182	0	0	0	8,182	0	8,182	0	0	0			
7. Curr Dev	38,666	0	0	0	38,666	0	38,666	0	0	0			
8. Assessment	0	0	0	0	0	0	0	0	0	0			
Part B													
9. Other St−Admin Prgs	297,057	83,647	0	83,647	380,704	254,832	125,872	0	0	0	125,872	125,872	0
10. SP/SPW/DH	249,313	73,356	0	73,356	322,669	241,541	81,128	0	0	0			
11. Sex Eq Prog	47,744	10,291	0	10,291	58,035	13,291	44,744	0	0	0			
12. Crim Offenders	0	0	0	0	0		0	0	0	0			
Part C													
13. Basic Progs	3,627,756	368,222	0	368,222	3,995,978	11,382	3,984,596	0	0	0	3,984,596	3,984,596	0
14. Other	173,625	15,864	0	15,864	189,489	6,216	183,274	0	0	0			
15. Upgrade Curr.	781,660	69,331	0	69,331	850,991	1,245	849,745	0	0	0			
16. Equipment	1,985,436	174,528	0	174,528	2,159,964	1,224	2,158,739	0	0	0			
17. Inservice Trng	264,668	45,404	0	45,404	310,072	724	309,348	0	0	0			
18. Guid. and Couns.	144,986	13,139	0	13,139	158,125	1,973	156,152	0	0	0			
19. Tech Prep	79,526	7,561	0	7,561	87,087	0	87,087	0	0	0			
20. Special Pops.	196,293	42,299	0	42,299	238,592	0	238,592	0	0	0			
21. Apprenticeship	1,562	96	0	96	1,658	0	1,658						
TITLE III													
22. Pt. A: CBOs	93,649	5,620	0	5,620	99,269	1,519	97,750	0	0	0	97,750	97,750	0
23. Pt. B: CHEs	56,762	155,790	0	155,790	212,552	48,532	164,019	0	0	0	164,019	164,019	(0)
24. Econ Depd. Areas	0	139,741	0	139,741	139,741	59,488	80,253	0	0	0			
25. St. Admin	56,762	0	0	0	56,762	33,156	23,606	0	0	0			
26. Pt. C: Guid & Coun	0	0	0	0	0	0	0	0	0	0	0	0	0
27. St. Admin	0	0	0	0	0	0	0	0	0	0	0	0	0
28. Pt. D: Bus−Labor−Ed	0	0	0	0	0	0	0	0	0	0	0	0	0
29. Pt. E: Tech−Prep	0	271,059	0	271,059	271,059	1,669	269,390	0	0	0	269,390	269,390	0
30. Pt. F: Supp Grants	0	96,800	0	96,800	96,800	72,033	24,767	0	0	0	24,767	29,977	5,210

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
Washington, D.C.

Approved: 10/10/92
OMB Number: 1830-0510
Expiration Date: 8/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 51.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C.20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

Iowa Department of Education
Divisions of Community Colleges
Grimes State Office Building
E. 14th & Grand
Des Moines, IA 50309

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:

E001265, E001210, E001201, E001207, E001208

3. RECIPIENT IDENTIFICATION NUMBER:

1426004525-A1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:

5. FINAL REPORT: X YES __ NO

6. BASIS: X CASH __ ACCRUAL

7. FISCAL YEAR (See instructions) 93

8. PERIOD COVERED BY THIS REPORT: FROM(MM/DD/YY) 07/01/92 TO(MM/DD/YY) 09/30/94

9. PROGRAM EXPENSES

A. TYPE OF RATE: __ PROVISIONAL __ PREDETERMINED __ FINAL __ FIXED

B. RATE _____ C. BASE _____ D. TOTAL AMOUNT _____ E. FEDERAL SHARE _____

10. REMARKS (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORT SUBMITTED:
12/27/94

TYPED OR PRINTED NAME AND TITLE:
Al Ramirez, Ed.D., Director

TELEPHONE (Area code, number and extension):
(515) 281-5296

Form A

FY 93 POST-SECONDARY	a. Net outlays previously reported	b. Ttl outlays this report period	c. Prog income credits	d. Net outlays this report period (cols b-c)	e. Net outlays to date (cols a+d)	f. Non-Fed share of outlays	g. Tot fed share of outlays (cols. e-f)	h. Total unliquid oblig	i. Less: Non-F share of unliquid oblig shown in col. h	j. Fed share of oblig unliquid	k. Tot Fed. share outlays & oblig.	l. Total cumulative amount	m. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants	5,500,397	432,400	0	432,400	5,932,796	815,594	5,117,202	0	0	0	5,117,202	5,117,202	0
2. St Admin	0	0	0	0	0	0	0	0	0	0			
3. Sex Eq Admin	0	0	0	0	0	0	0	0	0	0			
Part A													
4. St Progs	0	0	0	0	0	0	0	0	0	0	0	0	0
5. St Progs & Ldrshp	0	0	0	0	0	0	0	0	0	0			
6. Prof Dev	0	0	0	0	0	0	0	0	0	0			
7. Curr Dev	0	0	0	0	0	0	0	0	0	0			
8. Assessment	0	0	0	0	0	0	0	0	0	0			
Part B													
9. Other St-Admin Prgs	1,563,081	276,427	0	276,427	1,839,509	706,902	1,132,606	0	0	0	1,132,606	1,132,606	(0)
10. SP/SPW/DH	790,349	181,143	0	181,143	971,492	272,294	699,198	0	0	0			
11. Sex Eq Prog	422,140	93,953	0	93,953	516,093	188,940	327,152	0	0	0			
12. Crim Offenders	350,593	1,331	0	1,331	351,924	245,668	106,256	0	0	0			
Part C				0	0								
13. Basic Progs	3,937,315	155,973	0	155,973	4,093,288	108,692	3,984,596	0	0	0	3,984,596	3,984,596	0
14. Other	805,190	19,083	0	19,083	824,273	479	823,794	0	0	0			
15. Upgrade Curr.	396,322	7,664	0	7,664	403,986	4,270	399,716	0	0	0			
16. Equipment	397,654	9,581	0	9,581	407,235	31,027	376,208	0	0	0			
17. Inservice Trng	34,188	2,928	0	2,928	37,116	0	37,116	0	0	0			
18. Guid. and Couns.	514,130	29,293	0	29,293	543,423	65	543,358	0	0	0			
19. Tech Prep	88,519	19,785	0	19,785	108,304	4,697	103,606	0	0	0			
20. Special Pops.	1,632,033	64,454	0	64,454	1,696,487	68,155	1,628,333	0	0	0			
21. Apprenticeship	69,279	3,185	0	3,185	72,464	0	72,464	0	0	0			
TITLE III													
22. Pt. A: CBOs	36,168	0	0	0	36,168	0	36,168	0	0	0	36,168	36,168	0
23. Pt. B: CHEs	0	1,439,626	0	1,439,626	1,439,626	1,210,210	229,416	0	0	0	229,416	229,416	0
24. Econ Depd. Areas	0	879,131	0	879,131	879,131	718,353	160,779	0	0	0			
25. St. Admin	0	0	0	0	0	0	0	0	0	0			
26. Pt. C: Guid & Coun	0	0	0	0	0	0	0	0	0	0	0	0	0
27. St. Admin	0	0	0	0	0	0	0	0	0	0			
28. Pt. D: Bus-Labor-Ed	0	0	0	0	0	0	0	0	0	0	0	0	0
29. Pt. E: Tech-Prep	0	774,764	0	774,764	774,764	1,515	773,249	0	0	0	773,249	773,249	0
30. Pt. F: Supp Grants	0	0	0	0	0	0	0	0	0	0	0	0	0

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U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
Washington, D.C.

Approved: 10/19/92
OMB Number: 1830-0510
Expiration Date: 8/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION STRUCTURES

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 5.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503.

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

Iowa Department of Education
Divisions of Community Colleges
Grimes State Office Building
E. 14th & Grand
Des Moines, IA 50309

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:
E001311, E001321, E001320, E001323

3. EMPLOYER IDENTIFICATION NUMBER:
1426004525-A1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:

5. FINAL REPORT: __YES X NO

6. BASIS: X CASH __ACCRUAL

7. FISCAL YEAR (See instructions) 94

8. PERIOD COVERED BY THIS REPORT: FROM(MM/DD/YY) 07/01/93 TO(MM/DD/YY) 06/30/94

9. REMARKS:

A. TYPE OF RATE: __PROVISIONAL __PREDETERMINED __FINAL __FIXED

B. RATE _____ C. BASE _____ D. TOTAL AMOUNT _____ E. FEDERAL SHARE _____

10. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.)

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORT SUBMITTED:
12/27/94

TYPED OR PRINTED NAME AND TITLE:
Al Ramirez, Ed.D., Director

TELEPHONE (Area code, number and extension):
(515) 281-5296

Form A

133

131

FY 94 SECONDARY	a. Net outlays previously reported	b. Ttl outlays this report period	c. Prog income credits	d. Net outlays this report period (cols b−c)	e. Net outlays to date (cols a+d)	f. Non−Fed share of outlays	g. Tot fed share of outlays (cols. e−f)	h. Total unliquid oblig	i. Less: Non−F share of unliquid oblig shown in col. h	j. Fed share of oblig unliquid	k. Tot Fed. share outlays & oblig.	l. Total cumulative amount	m. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants	0	7,019,838	0	7,019,838	7,019,838	893,943	6,125,895	0	0	0	6,125,895	7,214,798	1,088,903
2. St Admin	0	1,109,457	0	1,109,457	1,109,457	621,905	487,552	0					
3. Sex Eq Admin	0	60,000	0	60,000	60,000	0	60,000	0					
Part A													
4. St Progs	0	672,098	0	672,098	672,098	0	672,098	0	0	0	672,098	937,103	265,005
5. St Progs & Ldrshp	0	569,584	0	569,584	569,584	0	569,584	0	0	0			
6. Prof Dev	0	14,060	0	14,060	14,060	0	14,060	0	0	0			
7. Curr Dev	0	88,454	0	88,454	88,454	0	88,454	0	0	0			
8. Assessment	0	0	0	0	0	0	0	0	0	0			
Part B													
9. Other St−Admin Prgs	0	391,983	0	391,983	391,983	266,990	124,993	0	0	0	124,993	325,946	200,953
10. SP/SPW/DH	0	342,178	0	342,178	342,178	254,479	87,699	0	0	0			
11. Sex Eq Prog	0	49,805	0	49,805	49,805	12,511	37,294	0	0	0			
12. Crim Offenders	0	0	0	0	0	0	0	0	0	0			
Part C	0												
13. Basic Progs	0	4,786,300	0	4,786,300	4,786,300	5,049	4,781,252	0	0	0	4,781,252	5,400,512	619,261
14. Other	0	182,768	0	182,768	182,768	196	182,571	0	0	0			
15. Upgrade Curr.	0	909,192	0	909,192	909,192	2,458	906,735	0	0	0			
16. Equipment	0	2,508,139	0	2,508,139	2,508,139	2,277	2,505,863	0	0	0			
17. Inservice Trng	0	403,872	0	403,872	403,872	0	403,872	0	0	0			
18. Guid. and Couns.	0	160,258	0	160,258	160,258	118	160,140	0	0	0			
19. Tech Prep	0	222,778	0	222,778	222,778	0	222,778	0	0	0			
20. Special Pops.	0	396,466	0	396,466	396,466	0	396,466	0	0	0			
21. Apprenticeship	0	2,827	0	2,827	2,827	0	2,827						
TITLE III													
22. Pt. A: CBOs	0	134,922	0	134,922	134,922	2,425	132,497	0	0	0	132,497	132,497	(0)
23. Pt. B: CHEs	0	76,839	0	76,839	76,839	45,570	31,269	0	0	0	31,269	375,179	343,910
24. Econ Depd. Areas	0	11,120	0	11,120	11,120	4,734	6,386	0	0	0			
25. St. Admin	0	64,442	0	64,442	64,442	40,836	23,606	0	0	0			
26. Pt. C: Guid & Coun	0	0	0	0	0	0	0	0	0	0	0	0	0
27. St. Admin	0	0	0	0	0	0	0	0	0	0	0	0	0
28. Pt. D: Bus−Labor−Ed	0	0	0	0	0	0	0	0	0	0	0	0	0
29. Pt. E: Tech−Prep	0	0	0	0	0	0	0	0	0	0	0	0	0
30. Pt. F: Supp Grants	0	0	0	0	0	0	0	0	0	0	0	0	0

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U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
Washington, D.C.

Approved: 10/10/92
OMB Number: 1830-0510
Expiration Date: 6/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 51.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C.20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

Iowa Department of Education
Divisions of Community Colleges
Grimes State Office Building
E. 14th & Grand
Des Moines, IA 50309

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:
E001311, E001321, E001320, E001323

3. EMPLOYER IDENTIFICATION NUMBER:
1426004525-A1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:

5. FINAL REPORT: __YES X NO

6. BASIS: X CASH __ ACCRUAL

7. FISCAL YEAR (See instructions) 94

8. PERIOD COVERED BY THIS REPORT: FROM(MM/DD/YY) 07/01/93 TO(MM/DD/YY) 06/30/94

9. MONETARY EXPENSE

A. TYPE OF RATE: __PROVISIONAL __PREDETERMINED __FINAL __FIXED

B. RATE ____ C. BASE ____ D. TOTAL AMOUNT ____ E. FEDERAL SHARE ____

10. REMARKS (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORT SUBMITTED:
12/27/94

TYPED OR PRINTED NAME AND TITLE:
Al Ramirez, Ed.D., Director

TELEPHONE (Area code, number and extension):
(515) 281-5296

Form A

BEST COPY AVAILABLE

FY 94 POST SECONDARY	a. Net outlays previously reported	b. Ttl outlays this report period	c. Prog income credits	d. Net outlays this report period (cols b−c)	e. Net outlays to date (cols a+d)	f. Non−Fed share of outlays	g. Tot fed share of outlays (cols. e−f)	h. Total unliquid oblig	i. Less: Non−F share of unliquid oblig shown in col. h	j. Fed share of oblig unliquid	k. Tot Fed. share outlays & oblig.	l. Total cumulative amount	m. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants	0	4,660,119	0	4,660,119	4,660,119	841,578	3,818,541	0	0	0	3,818,541	3,818,541	0
2. St Admin	0	0	0	0	0	0	0	0	0	0	0		
3. Sex Eq Admin	0	0	0	0	0	0	0	0	0	0	0		
Part A													
4. St Progs	0	0	0	0	0	0	0	0	0	0	0	0	0
5. St Progs & Ldrshp	0	0	0	0	0	0	0	0	0	0			
6. Prof Dev	0	0	0	0	0	0	0	0	0	0			
7. Curr Dev	0	0	0	0	0	0	0	0	0	0			
8. Assessment	0	0	0	0	0	0	0	0	0	0			
Part B													
9. Other St−Admin Prgs	0	1,642,029	0	1,642,029	1,642,029	691,536	950,493	0	0	0	950,493	950,493	0
10. SP/SPW/DH	0	844,959	0	844,959	844,959	279,429	565,530	0	0	0			
11. Sex Eq Prog	0	454,721	0	454,721	454,721	179,577	275,145	0	0	0			
12. Crim Offenders	0	342,349	0	342,349	342,349	232,531	109,818	0	0	0			
Part C					0	0		0					
13. Basic Progs	0	3,018,090	0	3,018,090	3,018,090	150,042	2,868,048	0	0	0	2,868,048	2,868,048	(0)
14. Other	0	369,251	0	369,251	369,251	9,261	359,990	0	0	0			
15. Upgrade Curr.	0	148,305	0	148,305	148,305	0	148,305	0	0	0			
16. Equipment	0	185,403	0	185,403	185,403	0	185,403	0	0	0			
17. Inservice Trng	0	56,653	0	56,653	56,653	0	56,653	0	0	0			
18. Guid. and Couns.	0	566,813	0	566,813	566,813	1,249	565,564	0	0	0			
19. Tech Prep	0	382,832	0	382,832	382,832	123,983	258,850	0	0	0			
20. Special Pops.	0	1,247,199	0	1,247,199	1,247,199	15,548	1,231,650	0	0	0			
21. Apprenticeship	0	61,634	0	61,634	61,634	0	61,634	0	0	0			
TITLE III													
22. Pt. A: CBOs	0	0	0	0	0	0	0	0	0	0	0	0	0
23. Pt. B: CHEs	0	114,561	0	114,561	114,561	96,305	18,256	0	0	0	18,256	18,256	(0)
24. Econ Depd. Areas	0	69,959	0	69,959	69,959	57,164	12,794	0	0	0			
25. St. Admin	0	0	0	0	0	0	0	0	0	0			
26. Pt. C: Guid & Coun	0	0	0	0	0	0	0	0	0	0	0	0	0
27. St. Admin	0	0	0	0	0	0	0	0	0	0			
28. Pt. D: Bus−Labor−Ed	0	0	0	0	0	0	0	0	0	0	0	0	0
29. Pt. E: Tech−Prep	0	40,920	0	40,920	40,920	80	40,840	0		0	40,840	1,213,832	1,172,992
30. Pt. F: Supp Grants	0	0	0	0	0	0	0	0	0	0	0	0	0

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